

**DEPARTMENT OF CRIMINAL JUSTICE
SCHOOL OF PROFESSIONAL STUDIES
SAN ANTONIO, TEXAS**

**Criminal Justice-6301 (3 Credits)
Psychology of Criminal Justice Leadership
Classroom: Online**

See Instructor Section of Blackboard Course for Instructor's Information

CATALOG DESCRIPTION:

This course provides an opportunity to examine the important psychological processes that criminal justice personnel use in interacting with the public. This course will expose students to the sensitivity, understanding, and behaviors that are influenced by others. Students will explore this complex and dynamic landscape to better develop expertise in human behavior and a transformational style geared toward success. There will be a strong emphasis on the rapid and ever-changing landscape of the criminal justice profession, and the importance of possessing a versatile blend of skills, competencies, and traits to be successful leaders. Students will also focus on the need to develop healthy relationships, partnerships, and manage conflict while achieving productive goals utilizing emotional intelligence.

CONTEXT:

- A. Prerequisite(s): Undergraduate degree.
- B. This course may be repeated for credit.
- C. This course may be offered in a face-to-face, online format
- D. Grade Mode: Normal

REQUIRED COURSE MATERIALS:

- Vito, G.F. (2020): Organizational Behavior and Management in Law Enforcement. 4th Edition, Southern Police Institute, University of Louisville, Pearson.
- MS Office Professional 2010 (or earlier version)
- Computer with basic system requirements (Pentium or higher system and 28.8k or higher speed of modem connection.)
- Microsoft Office XP or higher on a Windows operating system or comparable Mac system, and
- an Internet Service Provider (ISP)

COURSE OVERVIEW:

This course offers students with leadership experience and those who wish to gain a deeper understanding of the role of the criminal justice leader and how best to fill that role. Today, many leaders are challenged because of a lack of understanding of how to initiate, develop, and guide personnel in accomplishing their organization's mission and vision. There will be an important evaluation on the innovative theories of understanding people. Students will have the opportunity to examine their personality and leadership traits to learn about their individual style and predispositions while being exposed to a variety of leadership theories and practices.

This course will address the following topics:

- Charisma
- Crisis Intervention

- Creativity
- Diversity
- Ethical Values
- Interpersonal Influence
- Interpersonal Savvy
- Interpersonal Communication
- Multicultural Leadership
- Problem Solving
- Relational Creativity
- Social Cognition
- The Psychology of Criminal Justice Personnel

COURSE OUTCOMES AND ASSESSMENTS:

Course Outcomes: Upon completion of the course, students will be able to:	Assessments: The objectives will be assessed by:
Apply the concepts of psychological, social, and cultural forces involved with leadership and followership of personnel and the public.	Researching a controversial topic through collaboration, coordination and teamwork as well as presenting and explaining assumptions and developing stronger communication skills.
Apply critical thinking skills, decision-making skills, and leadership approaches to change processes in diverse environments.	Collectively work on group projects, critical and creative thinking scenario, and participating in-class activities.
Explain different theories of leadership and the perspective among different concepts of leadership.	Analytical thinking, meaningful synthesis and construction of literature review, presentations, and satisfactory performance on group projects.
Demonstrate competence of different psychopathologies associated with various types of leaders and one's own leadership style and abilities.	Group work will be evaluated through group and individual projects, group discussion, written papers, and group presentations.
Evaluate the complexity of leadership roles from a psychological and managerial standpoint.	Research papers, group projects, group presentations, and analytical thinking.

GRADING EVALUATIONS:

Assessment	Description	Weight
Discussion Questions	The posts are informative, substantive, relate concepts to everyday experience, and distinguish evidence, argument, and shared learning.	30%
Discussion Questions Participation	Interaction with other students and the instructor. Asking and answering questions. Contribute to shared learning, and class discussion each week in a substantive way.	10%
Team Project	Works collectively as a group, communicate the project purpose, direction, value, and progress. Correctly followed instructions, and all work completed and successfully submitted by the designated due date.	30%
Self-Analysis	Consider specific concepts such as self-serving bias, persuasion, or group dynamics, and how these concepts help and or effect you personally and professionally.	30%

Total Grade		100%
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ACADEMIC HONESTY STATEMENT:

The highest standards of academic honesty are expected in the course. Forms of academic dishonesty include, but are not limited to cheating, plagiarism, counterfeit work, falsification of academic record, unauthorized reuse of work, theft, collusion. See the (UIW) student handbook for definitions and procedures for investigation of claims of academic dishonesty.

DISABILITY ACCOMMODATIONS:

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E, Title III of the Americans with Disabilities Act (ADA), and Title III of the ADA Amendments Act of 2008 (ADAAA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. To qualify for services, the student must provide Student Disability Services with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

PREGNANCY ACCOMMODATIONS:

Under the Department of Education's (DOE) regulations implementing Title IX of the Education Amendments of 1972, the University does not discriminate against any student on the basis of pregnancy or pregnancy related conditions.

To request reasonable accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy, please contact:

Student Disability Services
4301 Broadway CPO 295
Administration Building – Suite 51
San Antonio, TX 78209
(210) 829-3997
(210) 283-6329
www.uiw.edu/sds

TITLE IX INFORMATION:

Unlawful discrimination has no place at the University of the Incarnate Word. It violates the University's core values, including its commitment to equal opportunity and inclusion, and will not be tolerated. The University of the Incarnate Word prohibits sexual misconduct, that can include: (1) sex and gender based discrimination; (2) sexual and sex and gender based harassment (including a hostile environment based on sex or gender); (3) sexual assault; (4) sexual exploitation; (5) stalking; and (6) relationship violence (including dating and domestic violence). For more information, or to report an incident, please visit www.uiw.edu/titleix.

CLASS ABSENCES FOR RELIGIOUS OBSERVANCES:

The University of the Incarnate Word welcomes persons of diverse backgrounds and is therefore committed to providing reasonable accommodations for students wanting to attend religious observances and who will miss class. Students must inform instructors at least two weeks prior to attending a religious observance. Students use the form found in the UIW Student Handbook & Student Code of Conduct to request accommodations from the instructor.

SUPPLEMENTARY MATERIAL:

You may need the information from the links below for your group presentation, movie paper, writing exercises.

The link to the guide for SPS Students is:

<http://libguides.uiwtx.edu/distanceeducationstudents>

The link to the guide for Criminal Justice (the demo is in the “Tutorial” link):

<http://libguides.uiwtx.edu/c.php?g=500572&p=3427868>

The direct link to the demo for searching the Criminal Justice Database is:

https://uiw.mediaspace.kaltura.com/media/Searching+in+Criminal+Justice+Database/1_38b4par y

Access the OWL APA Guide (free) online at

[http://owl.english.purdue.edu/owl/resource/560/01/.](http://owl.english.purdue.edu/owl/resource/560/01/)

UIW Online Writing Center can be accessed at:

<http://www.uiw.edu/owc/>

STUDY OBJECTIVES/EXPECTATIONS:

This online course is not self-paced, nor is it open-ended. There are a beginning and ending date for each course and assigned deadlines for written assignments and online discussion. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students. Our online class will be taught in a somewhat informal lecture and discussion format. Open-ended discussions are highly encouraged, and students are invited to ask questions or raise points for discussion at any time. All of our discussion and person-to-person contact will be done through Blackboard to maintain the integrity of the learning process.

Questions or comments regarding grades or other personal matters should be sent directly to me. I also encourage students to call me via telephone if you need more clarity on an issue treated in class. This course is eight weeks long. You will do most of your work off-line, but you will be expected to access Blackboard at least five out of the seven days per week to submit work, retrieve assignments, read, and participate in posted group discussion. Participation is critical to your successful completion of this class and will have a major bearing on your final grade.

Finally, note that there will be weekly writing and major writing assignments. Discussions will also be based around the concepts in order for all of the students in the class to support each other in learning the course material. **PLEASE SEE INSTRUCTOR DISCUSSION AND PARTICIPATION REQUIREMENTS BELOW:**

DISCUSSION QUESTION AND PARTICIPATION REQUIREMENTS:

The Discussion Question requirement is an important component of this course (**approximately 30%**). It is very important that you meet the word count requirement for each Discussion Question. You are expected to contribute to the class discussion in a substantive way by posting **one (1) substantive notes** in the Discussion Board forum each week. Your participation responses **must be a minimum of 100 words** in length and be related to the class discussion in order to be considered substantive.

Your Discussion Question response to your professor **DOES NOT** count as the **one (1) required substantive post**. When the discussion centers on a lively topic, it is not unusual for students to read what classmates are talking about and to post multiple notes. Get involved! Your success, enjoyment, and learning in this course are closely related to how you engage the material presented. Participation is paramount and is initiated by your professor, who will post discussion questions (DQs) each required week. **DISCUSSION PARTICIPATION ARE DUE BY EACH SUNDAY-MIDNIGHT FOR WEEKS 1, 3, 5, AND 7.**

NOTE: LATE WILL DISCUSSION QUESTIONS WILL NOT BE ACCEPTED UNLESS PRIOR ARRANGEMENT HAS BEEN MADE WITH THE PROFESSOR.

I DO NOT CHERISH BRIEF RESPONSES; WRITE IN DETAIL. Also, be mindful that you have classmate(s) whose opinion may differ from your own. It is important that you respectfully argue your perspective with your classmate(s), explaining why your opinion is valid and take caution in your tone because it could be misconstrued for something else.

PARTICIPATION, PUNCTUALITY, AND ATTENDANCE: REQUIREMENTS AND EXPECTATIONS:

Attendance: Abide by the UIW Attendance Policy, as stated in the Catalog, page 77.

1. <http://uiw.smartcatalogiq.com/2015-2017/Catalog/VIII-Institutional-Academic-Policies/Attendance-and-Religious-Observance-Policies>
2. Participation in Online courses is expected three out of seven separate days.
3. Participation in Hybrid courses is expected in class, and two out of seven separate days.
4. Copies of assignments, tests, exams, and e-mail communication:
Save for your records
5. Assignments and Discussion Questions with due dates: Expected to be turned-in and posted on time.

ACTIVE LEARNING:

This course employs the strategies of active learning. Active learning can be defined as those techniques and strategies that involve students in doing things and thinking about the things they are doing. Stated another way, students in this course will be involved in more than passive reading. They will be engaged in completing instructional tasks such as responding to other students' work, discussing, problem-solving, critical thinking, and writing. **Students are required to review PowerPoint presentations for each chapter thoroughly.** Students are responsible for keeping track of his/her grades, which will be posted and updated every week on Blackboard.

DISCUSSION QUESTIONS/PARTICIPATION GRADING RUBRIC:

Category	Points awarded by Instructor	Points available
Demonstrate understanding of the subject by including specific details and references.		20 points
Content, Specifics, & Development (all questions answered and participated as required)		15 points
Utilize critical thinking and analysis of the topic.		25 points
Link theory to relevant examples and uses the vocabulary of the theory correctly.		15 points
Total		75 points

GRADING CRITERIA:

The student's final grade will consist of the following:

A	= 930 - 1000 of total cumulative points
A-	= 900 - 929 of total cumulative points
B+	= 870 - 899 of total cumulative points
B	= 830 - 869 of total cumulative points
B-	= 800 - 829 of total cumulative points
C	= 700 - 799 of total cumulative points
F	= 699 - Below Forget It!

1. Team Project	= 300 (points)
2. Self-Analysis Project	= 300
3. Discussion Questions (4 @ 75 point each)	= 300
4. Discussion Question Participation (1 response each week @ 25 points per response)	= 100
Total Points	= 1000

Note: No late assignments will be accepted after the third day. All assignments must be turned in by the date of the last class session of this course. Assignments turned in after that date will not be accepted.

TERM READING & REQUIRED ASSIGNMENTS:

Week 1 **Reading: Chapter 1-3**

Week 1 Discussion Question: Attitude vs. Behavior

- **Due Date: Jan. 16: Thursday-Midnight** [Week 1 Discussion Board Forum]
- **Resources:** CHS 1-3 in *Organizational Behavior and Management in Law Enforcement*.
- **Open Sources:** (i.e. Credible Websites, Yahoo, Goggle, InfoTrac, LexisNexis, EBSCO, InfoPlease.com)
- **Post** a 450 to 500-word response (**not as an attachment**) to the following:
 1. Using your personal experience and the information gained from your reading, discuss the goal and importance of studying criminal justice leadership.
 2. Give two specific examples of when your attitude and or behavior were involved in criminal justice (one positive example and one negative).
 3. Explain how those situations affected your performance.
- **Your answers** must be clear and specific.
- **Respond** to your classmates (**100-words minimum**) by contributing to their responses. (**follow the participation requirements outlined in the syllabus**).
- **Points** will be deducted for failure to meet the word count requirement.

Week 3 **Reading: Chapter 4-6**

Week 3 Discussion Question: Motivation and Behavior

- **Due Date: Jan. 30: Thursday-Midnight** [Week 3 Discussion Board Forum]
- **Resources:** CHS 4-6 in *Organizational Behavior and Management in Law Enforcement*.
<https://www.psychologytoday.com/blog/fulfillment-any-age/201110/motivation-the-why-s-behavior>
<http://www.ascd.org/publications/books/109110/chapters/The-Relationship-Between-Behavior-and-Motivation.aspx>
- **Open Sources:** (i.e. Credible Websites, Yahoo, Goggle, InfoTrac, LexisNexis, EBSCO, InfoPlease.com)
- **Note:** This week, the instructional objectives are to understand personnel's behaviors and why it is essential for criminal justice leaders and administrators to know what motives or needs of personnel evoke a certain action at a particular time. Some common motivational problems in the workplace may be unclear expectations or requirements, lack of adequate materials, lack of employee rewards, or pay. Behavior is basically goal-oriented. Generally, we behave as we do because we are motivated to attain a particular goal, although the goal we are pursuing may not be known by our conscious mind.
- **Post** a 450 to 500-word response (**not as an attachment**) to the following:
 1. What is the relationship between attitudes and job satisfaction in the field of criminal justice?
 2. Which motivation theory(s) do you think would be used to improve each of the common motivational problems in this dynamic field?
 3. What can criminal justice leaders do to determine some of the causes of the motivational problems in order to promote a healthy work environment?

- **Your answers** must be clear and specific.
- **Respond** to your classmates (**100-words minimum**) by contributing to their responses. **(follow the participation requirements outlined in the syllabus).**
- **Points** will be deducted for failure to meet the word count requirement.

Week 5

Reading: Chapter 7-9

Week 5 Discussion Question: Conflict Management

- **Due Date: Feb. 13: Thursday-Midnight** [Week 5 Discussion Board Forum]
- **Resources:** CHS. 7-9 in *Organizational Behavior and Management in Law Enforcement*.
- **Open Sources:** (i.e. Credible Websites, Yahoo, Goggle, InfoTrac, LexisNexis, EBSCO, InfoPlease.com)
- **Post** a 450 to 500-word response (**not as an attachment**) to the following:
 1. Describe two areas in which a team member's performance and a group leader's responsibilities could result in conflict.
 2. Explain how these conflicts might arise.
 3. As a group leader, why is it important to deal with conflict in a rational and positive manner?
 4. Discuss the proper protocols and or procedures a team member and a group leader should initiate to resolve their conflict.
 5. Explain why positive conflict resolution should be characterized as assertive behavior instead of a submissive or aggressive action.
- **Your answers** must be clear and specific.
- **Respond** to your classmates (**100-words minimum**) by contributing to their responses. **(follow the participation requirements outlined in the syllabus).**
- **Points** will be deducted for failure to meet the word count requirement.

Week 7

Reading Chapters 10-12

Week 7 Discussion Question: Self-Managed Work Teams

- **Due Date: Feb. 27: Thursday-Midnight** [Week 1 Discussion Board Forum]
- **Resources:** CHS 10-12 in *Organizational Behavior and Management in Law Enforcement*.
- **Open Sources:** (i.e. Credible Websites, Yahoo, Goggle, InfoTrac, LexisNexis, EBSCO, InfoPlease.com)
- **Note: Now that you have a basic understanding of work teams and groups, it is quite obvious that teams definitely are forms of workgroups, but not all work groups are teams. We also know that plain work groups are much more numerous than teams, and to call a group, a team does not make them a team. Lastly, workgroups have a strong individual focus and teams have a strong collective focus. An individual is not lost on a team, but that person's work is coordinated to fit in with the greater good. Team concerns are much more focused on the outcomes of the overall unit rather than an individual's accomplishments.**
- **Post** a 450 to 500-word response (**not as an attachment**) to the following:
 1. What are some of the advantages and disadvantages of working in a group or team in the field of criminal justice?
 2. Give an example of a bad group or team experience. What made this group or team ineffective? What would you do differently, and why?

3. Why do some highly cohesive groups or teams have low productivity?
 4. Have your experiences with highly cohesive groups or teams been productive and effective? If yes, explain? If no, why not?
- **Your answers** must be clear and specific.
 - **Respond** to your classmates (**100-words minimum**) by contributing to their responses. (**follow the participation requirements outlined in the syllabus**).
 - **Points** will be deducted for failure to meet the word count requirement.

SELF-ANALYSIS ASSIGNMENT:

- **Resources:** Locus of Control Assessment
https://my-personality-test.com/locus-of-control?gclid=EAlaIqobChMI5pGy2p3v5glV5l5bCh0SOQtJEAMYASAAEgK8sPD_BwE
<http://www.psych.uncc.edu/pagoolka/LocusofControl-intro.html>
- **Due Date: Feb. 9: Sunday-Midnight** [Week 4 Assignment Folder]
- **Create** a **4-5-page** self-analysis of your attitudes, beliefs, and behaviors in a social and or work context.
- **Describe** in detail the way you think and act concerning the topics of this course.
- **Use** appropriate examples to illustrate your understanding of the concepts presented in the course.
- **Assignment Instruction:** In addition to the Interview, you will complete a **Self-Analysis** in which you will outline your social-psychological profile by answering all the required questions. Individually, you will report your **Self-Analysis** findings in an informative 4-5-page, formatted according to APA guidelines. You must include a title page, an abstract, and references. Your title page, abstract, and references do not count as part of the required 4-5-page **Self-Analysis** requirement.
- **Include** in your self-analysis answers to the following:

Self-Concept

1. Define yourself by completing the following sentence: "I am _____." Include three of your most defining characteristics and a brief explanation of each and how they relate in the field of criminal justice.
2. Are you independent or interdependent? What evidence supports your answer?
3. What role does self-serving bias play in your self-concept within the criminal justice environment?
4. Do you have an internal or external locus of control? How does your locus of control contribute to your self-concept in the field of criminal justice?

Attitudes and Perceptions

1. How does confirmation bias influence your perception of yourself and the people around you?
2. What experiences have you had with beliefs generating their own confirmation?
3. In what ways have your behaviors influenced your attitudes?

Bias and Prejudice

1. How can you confirm bias and prejudicial attitudes in the field of criminal justice?
2. Can your social identity contribute to bias and prejudice in this field? If yes, explain? If no, why not?

3. Can your emotions encourage bias and prejudicial attitudes in the criminal justice system? If yes, explain? If no, why not?
4. If you were in a criminal justice leadership position, what cognitive processes may influence your bias and prejudice and why?

Group Dynamics

1. To what degree do you become deindividuated in the presence of others? Use examples to support your answer.
2. How do you change when in the presence of others? Use examples to support your answers.
3. To what degree do you feel that you conform?
4. What examples can you provide that give evidence of your willingness or unwillingness to conform?
5. How does authority influence your obedience? Support your answer with relevant examples.

Thinking Critically

1. What is the role of rhetoric in influencing your attitudes and beliefs?
2. How can you distinguish between prejudicial and nonprejudicial use of rhetorical devices in the field of criminal justice?
3. **Taking a Position:** Think back to a situation in your life where you took a position on an issue. State the issue, the position you took, and what considerations were relevant to the issue that helped you determine your position.
4. **Supporting a Position:** Discuss how emotional intelligence is affected by leading criminal justice personnel and organizational environments.

Your Individual projects must be in APA format including a title page, typewritten, double-spaced, font size no larger than 12 pt., and references with your name on it. An automatic 25 points deduction will be assessed if you failed to include any of the above guidelines.

Submit your Individual projects in Microsoft® Word format on Blackboard as an attachment in APA format.

TEAM PROJECT ASSIGNMENT: Emotional Intelligence of Criminal Justice Leadership Profile

- **Resources:** Locus of Control Assessment
- **Due Date: Mar. 6: Friday-Midnight** [Week 8 Assignment Folder]
- **Create a 13-15-page** Interview analysis of a criminal justice administrator.

As a team, identify an administrator within the criminal justice field, interview, and review the particulars of his or her professional portfolio. Next, you will analyze the representations of his or her leadership attitude, philosophy, and beliefs within that organization. Often, criminal justice leaders forget that the atmosphere of their organizations is as important as the service content being delivered to the community. It is their responsibility to support the rules for subordinate behavior and interaction. For the final project, create a group research addressing the emotional intelligence and behavior of a criminal justice administrator/leader in your community. Your grade will be determined by the group effort, and everyone in the group will get the same grade.

INTERVIEW OUTLINE:

1. **Description of interviewee.**
2. **List of interview questions.**
3. **Permission of interviewee for the interview.**

- **Profile Interview** a criminal justice administrator; you feel comfortable asking about his/her personality and attitudes.
- **Instructions:** For this team project, you will select an individual who currently has a leadership capacity within a criminal justice organization or agency. As a team, you will interview that individual to learn more about them and their leadership style and philosophy. You will report your Interview findings in an informative 13-15-page, formatted according to APA guidelines. You must include a title page, an abstract, and references. Your title page, abstract, and references do not count as part of the required 13-15-page Interview requirement. Your Interview project must address the following elements (**you may substitute some of the following questions with approval**):

1. As a criminal justice administrator, does the interviewee remember information more accurately if he/she observes the behavior being performed, or does he/she prefer to read how the behavior is performed?
2. Mission statement: What is the interviewee's organizational mission statement?
3. How does the interviewee support his/her organization's mission statement?
4. How will the mission statement support the interviewee's ethical system?
5. What message does the interviewee's mission statement send to his/her organization and community?
6. Values statement: What is the interviewee's organizational values statement?
7. How will these values inspire action and influence the interviewee's behavior?
8. How do these values relate to the interviewee's organizational mission?
9. Has the interviewee taken the Myers Briggs test? Report the results (if applicable)?
10. Does the interviewee feel these results are accurate (if applicable)? Why or why not?
11. Which experiences does the interviewee feel contributed most to the development of his/her personality and how he/she leads others?
12. Does the interviewee feel that he/she is self-monitoring with regard to his/her attitudes? How or how not?
13. What does the interviewee feel was the strongest influence on his/her attitudes as an administrator?
14. How does the interviewee understand and resolve conflict within his/her organization or agency?
15. How does the interviewee address an unsound argument and an invalid argument? Provide examples.
16. When leading, does the interviewee feel he/she is better at tasks when intrinsically motivated or extrinsically motivated?
17. Consider the tangible and intangible forms of organizational culture, which form of organizational culture does the interviewee believe is the most powerful agent for influencing ethical behavior by personnel in criminal justice organizations?
18. How do departmental policies and procedures affect day-to-day operations within the interviewee's organization?

19. What are the potential ramifications to the interviewee and the organization if policies and procedures are not followed?
20. Does the interviewee utilize rhetorical devices to influence attitudes and behaviors within his/her organization/agency? If yes, explain? If no, why not?

Your Team projects must be in APA format including a title page, typewritten, double-spaced, font size no larger than 12 pt., and references with your name on it. An automatic 25 points deduction will be assessed if you failed to include any of the above guidelines.

Submit your Team projects in Microsoft® Word format on Blackboard as an attachment in APA format.

NOTE: The instructor reserves the right to alter the syllabus if necessary, to ensure academic success as we progress through the term.

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