



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5193-494: Intervention and Practice in Training

Course Description:

This course is specifically designed to enable advanced students to explore their skills in working with others from both a theoretical and pragmatic perspective. Students are required, through course content, to develop a clear picture of facilitation, leadership, consultant or teacher style. Hence, the course focuses on training in the contexts of intervention and practice. The overall aim of this course is to assist students in recognizing how training can be used in professional life.

To this end, students will consider training and education as significant tools to work better with people. Students will review educational and learning theories that have clear applicability to effective training and development programs and will identify best practices in training that are credited with producing positive changes and effective outcomes. Students will engage in professional development exercises to highlight their own strengths as related to facilitation, leadership, and consultation skills.

Course Dates:

July 1 – August 31, 2020

Last day to enroll or drop without penalty: June 2, 2020

Site Director:

This is a three-credit hour online course. Please see your local Site Director or email our online site coordinator at aponline@ou.edu

Professor Contact Information:

Course Professor: Brenda Lloyd-Jones, Ph.D.
Mailing Address: 4505 South Yale Ave
Tulsa, Oklahoma 74135
Telephone Number: 918-660-3483
Fax Number: 918-660-3490
E-mail Address: blloydjones@ou.edu
Professor availability: The professor will be available via email to students

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Jolles, R. (2017). *How to run seminars and workshops: Presentation skills for consultants, trainers, teachers, and salespeople* Hoboken, NJ: Wiley and Sons. ISBN 97811193734343.
2. Materials posted on the OU Canvas learning management system: Access Canvas at

<https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Optional Text:

American Psychological Association (2009) *Concise rules of APA style*. Washington, D.C.: Author. ISBN 9781433832178.

OU Email:

All official correspondence from instructors will be sent only to students' ou.edu address.

Online Orientation:

The College of Arts and Sciences offers an online orientation for students who are enrolled in online or blended courses. The purpose of the orientation is to ensure that students are well prepared both technically and practically to take online courses. The orientation can be found on their website at:

<http://www.ou.edu/content/cas/online/student-online-orientation.html>

The College of Arts and Sciences Online and Academic Technology Services office is here to assist you with any questions, problems, or concerns you may have. For assistance visit their website at

<http://www.ou.edu/content/cas/online/student-information.html> or contact them by telephone at: (405) 325-5854 or email: casonline@ou.edu

Course Objectives:

After successful completion of the course, students will

- recognize basic learning theories and principles, particularly those pertaining to the characteristics of the adult learner;
- identify and discuss a variety of training methods and training aids;
- discuss learning theories and their appropriateness for designing training programs;
- Explain what methods and strategies of training is effective for prevention and intervention purposes; and
- develop and design a workshop/training session

Course Format:

This course is delivered completely online. Assignments and activities will be listed on and will be facilitated via the [Canvas](https://canvas.ou.edu) course management system. Available online at: canvas.ou.edu

The textbook and assigned reading provide key ideas and theoretical insights into effective training and its impact on productivity and performance. To be sure you have grasped the point of each chapter or article, ask yourself the following questions:

What is the author's main argument?

What are the key concepts and principles introduced?

How can I use this information to address the course assignments?

Assignments, Grading, and Due Dates:

Please note: Late assignments will have 5 points deducted per day late. Timely submission of assignments is considered a professional responsibility.

Final Exam (25 points): Due Final week of Class

The exam will align with materials read for the course and consist of multiple-choice questions. The final comprises 25 questions with a 25-minute time limit. You will want to study for the exam so as not to rely totally on your, avoiding the possibility of running out of time.

Paper 1 (25 points): Due September 7, 2020

Complete the True Colors Personality Inventory (https://cns.utexas.edu/images/CNS/True_Colors.pdf) and use the findings from your two brightest color, which are your largest 2 numbers to discuss your style of training and facilitation. Incorporate the course book and at least 2 readings on Canvas to support your position. The paper is 5-7 pages and must follow the conventions of APA (6th edition) format. Your paper must: 1) contain in-text citations; 2) incorporate at least 3 reference on a separate reference page; 3) use 12-point font, Times New Roman; 4) include a separate title page and include a title, page number, your name, name of the university and the date.

Online Discussion Board (25 points): Due throughout course

Each student will post an original 5-7-sentence response to the discussion question and reply to the comments that are posted by at least one other student in the class. Engagement in discussion (virtual conversation) is required. No points will be given for postings after the due dates. Posts should be civil and respectful.

Paper 2: Training Program/Workshop (25 points): Due September 14, 2020

In this 5-7- paper you will identify a human relations issue and develop an intervention training program or workshop. Students will provide background information and current status of the issue using academic literature. In addition, your paper should incorporate a convincing rationale for focused training on the issue you've selected and include the methodological approach on which you have based your training program. Your paper should integrate a sample program with an agenda and include topics, exercises and timeframe. Use APA format. Incorporate in-text citations and include title and reference pages.

Summary of Assignments and Points

Assignment	Points
Final Exam	25
Paper 1	25
Online Discussion (5 points each question)	25
Paper 2	25
Total	100

Grading:

Final Course Grades: This is a letter-graded course (A, B, C, D, or F)

Final grades will be assigned based upon the percentage of total points earned relative to total points possible in the course. The standard convention for assigning letter grades for the course will be followed:

90–100%	A
80–89%	B
70–79%	C
60–69%	D
Below 60%	F

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Policy for Late Work:

Please contact the professor regarding his/her policy for late work

Attendance Policy:

In addition to interaction via Canvas and email contact, students are required to contact the instructor via email or telephone **before** the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Canvas, although students may contact the instructor via telephone, postal mail, email, or fax as needed

Incomplete Grade Policy:

A grade of "I" is not automatically assigned, but rather must be requested by the student by submitting to the instructor a "Petition for and Work to Remove an Incompleted Grade" form. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive failure to participate in class activities.

Technical Support Information:

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

Late Work

A tardy assignment will incur a penalty. Two (5) points will be deducted from the total possible points for each day the assignment is late.

Students with Disabilities

Students with disabilities are protected under the American Disabilities Act, and accommodations are made to assist them. Students, in this course, who have a disability that may prevent them from fully demonstrating their abilities, should contact the professor and the OU Office of Student Services so that arrangements can be made to provide accommodations.

Religious Holidays

It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.

Tentative Course/Assignment Outline

DATE	ASSIGNMENTS
July 1	Read Chapter 2 Working with Adult Audiences Read Becoming an Effective Teacher of Adults (Canvas)
July 2	Online Discussion: What major points do the authors discuss about working with and teaching adults?
July 8	Read Chapter 3 Recognizing Training Levels Read Understanding Adult Learners (Canvas) Read An Overview of Crisis Theory and Crisis Intervention (Canvas)
July 15	Read Chapter 4 Personality Parade Read Identifying Your Philosophical Orientation (Canvas) <i>Complete True Colors Personality Inventory</i>
July 16	Online Discussion: What is your brightest color and how does it link to your philosophical orientation? **Start writing Paper 1
July 22	Read Chapter 5 The Pace Race Read Identify Your Teaching Style (Canvas)
July 23	Online Discussion: How does your teaching style link to your True Colors findings?
July 29	Read Chapter 8 Thirty Tips on Maintaining Interest Read Guidelines for Selecting Methods (Canvas) Read How to Work with Clients' Strengths in Crisis Intervention (Canvas)
August 5	Read Chapter 9 The Art of Effective Questioning Read Questioning Techniques (Canvas)
August 6	Online Discussion: How do the authors describe intervention? **Begin completing Paper 1
August 12	Read Chapter 15 Inside the Mind of a Professional Speaker Read Lecture (Canvas)
August 19	Read Chapter 17 Avoiding the Training Trap Read Discussion (Canvas)
August 26	Read Chapter Read Case Study (Canvas) Read Research on Crisis Intervention and Recommendation for Future Research **Start Writing Paper 2
August 31	Online Discussion: Based on your brightest True Color what is your preferred learning/teaching method: questioning, lecture, discussion, or case study? **Exam – complete online
Sept 7	**Paper 1 due: Submit via canvas
Sept 14	**Paper 2 due: Submit via canvas

POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Brenda Lloyd-Jones, Ph.D.

Education

- PhD in Educational Administration and Research with an emphasis on leadership – University of Tulsa
- MS in Audiology and Speech Pathology – Illinois State University
- BS in Communication Disorders – Northern Illinois University

Current Positions

- Associate Professor: Department of Human Relations, University of Oklahoma, Tulsa, OK

Frequently Taught Advanced Programs Courses

- HR 5093 Introduction to Graduate Studies in Human Relations
- HR 5083 Seminar in Group Dynamics
- HR 5073 Creative Problem Solving

Major Areas of Teaching and Research Interest

- Leadership in Organizations
- Professional Consulting
- Interpersonal Skills and Group Dynamics
- Diversity in the Workplace
- Human Diversity
- Prosocial Behavior
- Gender and Leadership
- Community Voluntarism