

HR 5493-103: Assessment and Evaluation in Human Relations

Course Description:

The course will provide an overview of assessment and evaluation methods that are applied in individual, group, and organizational aspects of human relations. Theoretical foundations and practical applications will be the focus of classroom discussion. Small group process, independent study, and cooperative learning are the primary methods of analyzing the information gathered from the text, lecture, and outside resources.

Class Dates, Location and Hours:

Dates: December 1-3 & 8-10, 2017
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.
Last day to enroll or drop without penalty: November 2, 2017

Site Director:

Email: apnorman@ou.edu. Phone: 405-325-3333.

Professor Contact Information:

Course Professor: Marilyn M. Jones-Parker, Ph.D.
Mailing Address: 2328 E. 13th
Tulsa, OK. 74104
Telephone Number: (918) 891-8522
E-mail Address: marilynnprkr@yahoo.com
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

Stufflebeam, D. L., & Shinkfield, A.J. (2007). *Evaluation theory, models and applications*. New York: John Wiley. ISBN 9781118063187.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives:

Upon completion of this course, the student will be able to:

- describe the theoretical basis to understanding evaluation methods and procedures;
- outline basic diagnostic procedures;

- construct an intervention model;
- develop a plan for determining outcome of service delivery; and
- identify issues of evaluation in relation to the social context.

Assignments, Grading and Due Dates:

The assignments are designed to be completed individually and then utilized in the small group process for support of the learning process. Complete only the first two assignments prior to class as the others will be developed within small work groups. It is expected that in all papers, sources will be cited.

Review Evaluations:

The student will **review two types of evaluation measures** to be discussed in class. Examples include performance tests, I.Q. tests, surveys, polls, etc. A written summary of the review will include its purpose, indication of the validity and reliability, as well as a description of the type of measure. **(No more than two typed pages, due the first class.)**

Case Study:

The student will develop a case study using multiple sources that will be the basis for a diagnostic review utilizing the assessment and evaluation procedures discussed in class. A narrative report will provide all the information needed for diagnosis. **(No more than two typed pages due the second class. A synopsis will be presented in class.)**

Intervention Plan:

The student will develop an intervention plan for a specific identified problem which will be defined in class through small group process then summarized individually. A measure of effectiveness needs to be included. **(No more than two typed pages, due the third class.)**

Ethical Consideration:

The student will develop a presentation within a small group for discussion of the ethical considerations for the evaluation in special populations. **(A one-page typed summary identifying the important discussion points, due the fourth class.)**

Program Assessment:

The student will assess a program or organization as to its effectiveness over the time of its existence. A summary of the analysis of the program's efficiency and recommendations for improvements and continued funding will be outlined and presented to the class. **(A one-page summary due the fifth class.)**

Final Evaluation:

The student will complete a final evaluation of the course effectiveness in meeting outlined objectives and the student's acquired learning as a result of classroom participation. **(This will be a one-page summary completed during the last class.)**

Grading:

This is a letter-graded course: A, B, C, D, or F.

The student's grade will be a combination of professor feedback and written self-evaluation. The scoring criteria for each assignment include points for: (1) content (2) clarity (3) citation (4) creativity (5) conciseness.

The scoring weight is as follows:

Assignment	Due Date	Percent of Grade
Review evaluations	1 st class session	20%
Case study	2 nd class session	20%
Intervention plan	3 rd class session	15%
Ethical considerations	4 th class session	15%
Program assessment	5 th class session	20%
Final Evaluation	Last class session	10%

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.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

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. Advanced Programs does not provide duplicating services or office supplies.

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

Marilynn Jones-Parker, Ph.D.

Education

- 1970 B.S. in Education, Oklahoma University, Norman Oklahoma
- 1976 M.Ed. in Education, Early childhood emphasis, Oklahoma University, Norman, Oklahoma
- 1982 Ph.D. in Developmental Psychology, ABSED, Oklahoma State University, Stillwater, Ok.

Current Positions

- Advanced Programs professor since 1994
- Consultant
- Family Play Therapist

Frequently Taught Advanced Programs Courses

- HR 5113 Play Therapy with Children
- HR 5100 Issues in Marriage and Family Therapy
- HR 5100 Family Counseling
- HR 5100 Assessment in Marital and Family Therapy

Major Areas of Teaching and Research Interest

- Parent Child Relationships
- Developmental and Family Assessment
- Infant Mental Health
- Family Wellness
- Pediatric Psychology - Child Abuse, Substance Abuse, Domestic Violence, Mental Illness

Representative Publications and Presentations

- France, G., Couch, J., Cauthen, D., Jones, M., Jordon, P., Lottinville, E., Morgan, C., Neph, L. (1979). Yellow brick road revisited. *Journal of Consulting and Clinical Psychology* 47, 760-762.
- Jones, Marilynn M. Importance of play in child development. *Tulsa Tribune*, 1984.
- Jones-Parker, Marilynn. Family Stress. *Springfield Parent*, September, 1990.
- Jones-Parker, Marilynn. Nurtury. A Corporate Child Care Program.
- Charney, Linda & Jones-Parker, Marilynn. Statewide Child Care Training Program, submitted to State of Oklahoma, 1991.
- Jones-Parker, Marilynn. Family Connections. Family intervention program for Tulsa Parenting Partnership.

Representative Honors and Awards Received

- Past President of Oklahoma Play Therapy Association
- Past President of Oklahoma Association for Infant Mental Health

Major Professional Affiliations

- American Association for Marriage & Family Therapists, Clinical member (Oklahoma Licensed Marriage & Family Therapist)
- Oklahoma & World Association for Infant Mental health
- International Board of Certified Play Therapy (Certified Play Therapist, Supervisor and Professor)
- Association for Play Therapy (Registered Play Therapist and Supervisor)
- International Association for Infant Massage (Certified Infant Massage Instructor)