Course Description
Over the years, companies have grown in recognition of the important role human resource development has in attaining and sustaining competitive advantage. As a consequence, much empirical and theoretical attention has been directed to detailing the processes, forms, and attributes of successful training. This course provides insight into the research and practice of training in organizations. Combining contemporary and classic perspectives of training within organizations, this course will highlight the techniques, models, and approaches central to given training given best practices and scientific evidence. Through applied projects, guest speakers, class and on-line discussions, and team-based tasks, students will increase their understanding of the skills and challenges unique to developing human capital in private and public industry.

This course will also provide an introductory overview to the field of occupational health psychology. This segment of Psyc 272 will focus on understanding the physical and psychological conditions that affect employee health and safety. This part of the course will cover empirical and theoretical works that have contributed to the development of OHP as a discipline. We will also discuss topics pertaining to occupational stress and occupational safety.

Required Texts/Readings
Trade magazine pieces and journal articles


Recommended Text

http://web.ebscohost.com.libaccess.sjlibrary.org/ehost/detail?sid=b91eea42-cf44-439f-b607-
Learning Outcomes

Course Learning Outcomes (CLOs)
Upon successful completion of this course, students will be able to:

CLO1: Identify the key concepts and theories central to the human resource development field
CLO2: Create and evaluate effective training programs
CLO3: Understand the importance of occupational health psychology within companies across multiple industries
CLO4: Describe the challenges and benefits of specialized, standard training programs that are implemented within organizations
CLO5: Obtain knowledge about the potential use of OHP to enhance employee health and well-being.

Program Learning Outcomes (PLO)
Upon successful completion of the psychology major requirements:

PLO1: for each student to acquire knowledge in key content areas in I/O psychology, such as leadership, culture and climate, personnel selection, stress, ethical and legal issues, personnel selection, performance appraisal, organizational development, training, and work motivation.

Definition of a Credit Hour
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates” not less than:

1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester...

2) a credit hour is assumed to be a 50-minute (not 60-minute) period.

Assignments and Grading Policy

Course Format
My teaching philosophy is that graduate seminars should involve the development of professionally critical skills such as organizing and analyzing information and applying the knowledge central to the field in a real-world context. Thus, I designed the course to ensure maximal learning through a provision of a diversity of learning modalities. A combination of
lectures, class discussions, guest speakers, and applied assignments, will be provided in the course this semester. Essentially, the first class of each week will commence with an hour of lecture followed by class discussion of assigned articles. The last 10 minutes of class I will deliver final remarks.

**Assignments – Exhibit A**

To deepen your learning experience, homework assignments will be given periodically to build skills needed by HRD professionals and to expand your knowledge of this subject domain. For example, you may be asked to respond to a hypothetical situation as though you were a consultant hired to resolve a problem or implement a program. Other assignments will be more open-ended, in which you provide your reactions to a training video posted on Youtube or a recent news event. These assignments are to be completed through online discussion on Canvas within teams. You are asked to make at least four comments in the online discussion thread.

Individual comments should not be longer than 150 words.

One must respond to postings for Exhibit A by 1 pm on Tuesday.

**Article Discussions – Message Boards**

As a part of your online participation grade, it is expected that you will participate in contributing to the course’s online threads as an author or commentator. Comments need to be reflective of your personal insight, articles, your textbook, experiences and etc. All students are required to respond with at least three comments to your peers’ postings. This is a space in which you will have the opportunity to engage with your classmates outside the course on content presented each week.

The [online thread](#) will be open for posting comments every **Thursday evening**. You will need to have posted at least four comments for two discussion topics posted on the blog. Thus, eight comments should be submitted for each student.

For individuals who will be leading the online discussions, you are responsible for posting two questions on Canvas given the article you have been assigned. You will create two message posts with each post including a question you have. These questions will be posted on the thread, to generate higher-level thinking about the readings.

All message posts need to be titled with some paraphrased version of the article’s title and followed by the words denoting the numbering of the discussion. For example: ‘Performance Reviews Ails – Discussion #2’.

The course website will be maintained using the SJSU learning management system, Canvas, at sjsu.instructure.com.
At the left side of the homepage, there are a series of word-links that include ‘Discussions’ as a link. Click this word and you will see the posting of that given week’s set of questions.

**Class Discussion Participation**
As this is a graduate seminar, active and ongoing participation during class is absolutely vital. As a part of your participation grade, it is expected that you will participate in contributing to in-class discussions and in-class exercises. That includes the offering of questions, comments, and experiences related to the subject at hand.

**Class Discussion Leaders**
Facilitating group discussion is an important skill needed by training professionals. It is recommended that facilitators come prepared with a list of questions, concerns or criticisms related to their assigned articles. Facilitators are expected to be proactive in shaping the class discussion and ensuring all voices and perspectives are included.

**Training Program Design**
The applied aspect of the course involves the planning, designing, and evaluating of an excel training program. For the final project, student teams will present a training program for which they have designed. For this program, one will need to create appropriate training objectives, conduct an adequate needs analysis, select useful techniques or methods for delivery, implement a variety of different training activities and provide a plan for how one will evaluate one’s training and development program. The dataset and case studies will be created by students for the training course. Details for the assignment will be provided throughout the course.

**Course Website**
A course website will be maintained using the Canvas system. The website will include:
1. Course readings
2. Online Discussions
3. Pertinent class announcements

**Classroom Protocol**
Attendance is expected and is critical for success in this course. It is vital that you complete all scheduled readings and assignments before each class. As much as possible, please arrive to class on time.

**Electronics Policy**
Do not use cell phones, foreign language dictionaries, laptop computers, headphones, or any other electronic device during exams. Turn off all pagers, cell phones, headphones, etc. before class, unless in-class exercises require usage of cellphones.

**Electronics and Recording of Class Sessions Policy**
According to university policy, “common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used
for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

To receive permission for recording the class, I would prefer if students would contact me in person during class or during office hours with their request. Please be aware that in classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

**Dropping and Adding**
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information regarding deadlines for add/drops are available at [http://www.sjsu.edu/registrar/calendar/2164/index.html](http://www.sjsu.edu/registrar/calendar/2164/index.html)

Students should be aware of the current deadlines and penalties for adding and dropping classes.

**Grading**
Your course grade is determined by the total number of points you accumulate for:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Total Grade</th>
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<tbody>
<tr>
<td>Project Presentations</td>
<td>15%</td>
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<tr>
<td>Online Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Classroom Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments – Exhibit A</td>
<td>20%</td>
</tr>
<tr>
<td>Training Program Design</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>

**University Policies**

**Academic Integrity**
Students should read and understand the University's Academic Integrity policy, which can be viewed at The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) and at [http://www.sjsu.edu/studentconduct/]. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to
be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University.

**General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library.

**CLASS SCHEDULE**

**Note. Articles that are bold-faced will be discussed on online message boards.**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Reading Assignments and Topics</th>
<th>Discussion Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/21</td>
<td>Course overview</td>
<td>Discussion of course objectives and expectations for both instructor and students. Assignment of class discussion leaders and training teams.</td>
<td>Rogers</td>
</tr>
<tr>
<td>Dates</td>
<td>Topics</td>
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<td>Discussion Leaders</td>
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[http://www.youtube.com/watch?v=ngvKmKJLyD4](http://www.youtube.com/watch?v=ngvKmKJLyD4) (online) | |
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<th>Dates</th>
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| 10/9   | Training Methods     | **Noe, R.A. (2010) Employee Training and Development – Ch.7**  
What can training do for Brown? T+D  
**TD (2012). The effectiveness of elearning evaluate e-learning. 53-57. (online)** | • |

Exhibit F

Exhibit G
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Reading Assignments and Topics</th>
</tr>
</thead>
</table>
The invisible ways your brain and body tell you they’ve had enough [http://www.huffingtonpost.com/2013/07/17/burnout-signs-stress_n_3581836.html](http://www.huffingtonpost.com/2013/07/17/burnout-signs-stress_n_3581836.html) |
Elizabeth Bromley (2014) reviews recent data on burnout, depression and suicide in physicians [https://www.youtube.com/watch?v=P4ETqcPlwi0](https://www.youtube.com/watch?v=P4ETqcPlwi0) |
<table>
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<th>Dates</th>
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<th>Reading Assignments and Topics</th>
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<td>Exhibit K</td>
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<td>Exhibit L</td>
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<td>Exhibit M</td>
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<tr>
<td>Dates</td>
<td>Topics</td>
<td>Reading Assignments and Topics</td>
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<tr>
<td>12/4</td>
<td>TEAM PROJECT PREPARATIONS</td>
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<tr>
<td>12/11</td>
<td>TEAM PROJECT PREPARATIONS</td>
<td></td>
</tr>
<tr>
<td>12/14</td>
<td>Final Exam</td>
<td>Team Training Program Presentations</td>
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</tbody>
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Note:**The instructor reserves the right to alter the course schedule at her discretion**