Course Title:
Theoretical Foundations of Human Relations

Course Number:
HR 5003-495

Course Description:
This course is designed to expose students to fundamental theories upon which practice in human relations is based, and to facilitate a greater understanding of how these theories can be applied by the human relations professional. A wide range of theories is studied relating to personal, social and organizational issues. Personality theory and conceptual approaches in psychotherapy are featured, as well as studies relating to multicultural issues and social justice themes. Applications of management theory in the world of work and helping theory in human services are featured.

Course Dates:
January 2 - April 30, 2015
Last day to enroll or drop without penalty: December 4, 2014

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

Professor Contact Information:
Course Professor: Anita Fream, M.A.
Mailing Address: 620 Classen Blvd
Norman, OK 73071
Telephone Number: (405) 528-0221, option 2 (work)
Fax Number: (405) 528-1517
E-mail Address: Anita.S.Fream-1@ou.edu
Virtual Office Hours: Contact the professor for this information.
Professor availability: The professor will be available via e-mail to students during the above listed Virtual Office Hours and other methods by arrangement.

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 www.oklahoma.bkstr.com 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.


4. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: The Follett/AP Bookstore 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 the Follett/AP Bookstore.

**OU E-Mail:**

All official correspondence from distance learning instructors will be sent only to students’ ou.edu address.

**Online Learning Resource Center:**

The Online Learning Resource Center of the University of Oklahoma’s College of Arts and Sciences Online Program is here to serve you and assist you with any questions, problems, or concerns you may have. For assistance go to [http://casweb.ou.edu/olr/](http://casweb.ou.edu/olr/) or contact us by telephone at: (405) 325-5854 or email: casonline@ou.edu

**Course Objectives:**

The objectives of this course are:

1. to understand the fundamental principles of various theoretical orientations forming the foundation of human relations practice;
2. to learn specific practices and techniques associated with theory, in order to enhance intervention strategies, whether in a counseling environment or other setting;
3. to increase understanding of how one’s theoretical orientation may affect behavior, perspectives, biases and value systems when interacting with other people;
4. to develop further self-awareness about identity related to race, ethnicity, gender and sexual orientation and recognize their salience in human relations practice;
5. to develop an appreciation for theory in explicating complex human interactions;
6. to develop critical thinking in relation to theories, especially regarding the role of theory in guiding ethical behavior in human relations professions; and
7. to develop a repertoire of theories to facilitate reaching solutions in human relations problems.

**Instructional Strategies:**

Students will engage in learning through readings, large and small group discussions, team assignments, case study analysis, academic research and writing assignments, and other practice activities.

**Course Outline:**

**Module One**

- Introduction
- The nature of theory
- Change and broad theories of human behavior

**Module Two**

- Psychological theories
- Psychodynamic approaches
- Existential-Humanistic approaches
- Action-oriented approaches
- Feminist therapy
Module Three
- Family theories
- Historical school
- Structure/process school
- Existential school

Module Four
- Group and organizational theories
- The concept of motivation
- Leadership and management theories

Module Five
- Social change theories
- Civil disobedience
- Cognitive dissonance

Module Six
- Multicultural theories
- Cultural universality v. cultural relativism
- Multicultural competence

Assignments, Grading, and Due Dates:
Please note that this course is supported by Desire 2 Learn (D2L), and all course materials excluding the texts will be found on D2L. When submitting papers, please use the digital drop box on D2L.

Readings:
You are expected to read and be familiar with the texts before class begins. In addition, the modules include brief notes which you are expected to read. If you have questions about the readings, I encourage you to include them in the online discussions, so that other students may learn from them. Several of the assignments refer to the texts and/or to the online notes, as do some of the discussion topics.

Ongoing Desire 2 Learn Discussions:
You are expected to participate in the discussions posted on D2L for each module. The instructor will pose a question to which students will respond. These will help us get to know each other and recreate some of the interaction we would normally get in the classroom. For that reason, your participation is required, though not graded. I want you to be able to voice your opinions and guesses as well as to express your understanding of the readings in these discussions. For each discussion, you should post at least one original message and two responses to other students.

Formal Written Assignment – Structured cross-cultural interview:
After reading *Increasing Multicultural Understanding*, select one of the minority populations discussed in the text, preferably someone from a racial and ethnic background different from yours. Prepare a structured interview stemming from the author’s model and then interview someone from your selected population, asking questions to capture that person’s ideas on individual, family and cultural issues. Write a five-page paper summarizing your findings. Include an analysis of what you learned about yourself in setting up, conducting and processing the interview. Attach your structured interview questions after the conclusion of your paper as an appendix. Cite Locke’s text in APA style, and any other references you use; Locke is the only required resource. **Due April 30.**

Informal Assignments
These are case studies and problem-solving exercises found in each module. They require no formal research or citing of references and are primarily based on the material in the notes and your reading assignments. In addition, you may be asked to access specific Web sites for further information.
Informal assignments should be one-half to one page in length. Please work through them sequentially and turn them in by the designated due dates. Further instructions will be found in the Welcome and Introduction posted on the class D2L page.

**Informal Assignments Due Dates:**
- Informal Assignment One – due January 15
- Informal Assignment Two – due January 29
- Informal Assignment Three – due February 19
- Informal Assignment Four – due March 5
- Informal Assignment Five – due March 19
- Informal Assignment Six – due April 2
- Informal Assignment Seven – due April 16

**Team Projects/Presentations**
Team projects will apply theories to real-life situations. Team projects will be posted as written case studies with analysis and accompanying brief presentations on D2L on the due date for the entire class to see. Research on your topic should be conducted from outside sources, in addition to the class notes and assigned text (if applicable). Further, more detailed instructions may be found online as an item in the Content section. All members of the team are expected to contribute equally to the project/presentation. **Due April 9.**

**Exam**
There is an objective, multiple-choice exam based upon the text by Gerald Corey, *Theory and Practice of Counseling and Psychotherapy*. This exam will be posted on D2L and can be taken as an open-book exam. **Due April 23.**

**Due Dates:**
The course is organized into six modules. You should work your way through the modules sequentially, completing one about every two weeks.

Please refer to the “Course Schedule and Assignment Due Dates” under the Content tab in D2L for a detailed listing of all course dates.

**Grading:**
Papers are graded according to the quality of content (75 percent), writing style and grammar (15 percent) and adherence to the assignment (10 percent). Team presentations are graded according to the overall production of the group with room for individual variations--positive or negative--depending on obvious individual performance.

This is a letter-graded course: A, B, C, D, or F. Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Paper: Structured cross-cultural interview</td>
<td>50 points</td>
</tr>
<tr>
<td>Informal Assignments (seven X 10 points each)</td>
<td>70 points</td>
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<tr>
<td>Team Project</td>
<td>50 points</td>
</tr>
<tr>
<td>Exam</td>
<td>30 points</td>
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<tr>
<td>Total</td>
<td>200 points</td>
</tr>
</tbody>
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Final grades will be assigned as:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>90% -100 %</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89 %</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79 %</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
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</table>
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 Desire2Learn and E-mail contact, students are required to contact the instructor via E-mail 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 Desire2Learn, although students may contact the instructor via telephone, postal mail, e-mail, 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).

Procedures for Completion of Course Evaluation:
Upon completion of the course students should go to the Advanced Programs Online Learning Information webpage and click on the applicable semester link under “Online Course Evaluation” which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses.

Your responses will be kept confidential. They will be reviewed by the department and only supplied to the professor once grades for the course have been submitted.
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 make 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.

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
Anita S. Fream, M.A.

Education
- 1976 M.A. in Human Relations/Professional Psychology, University of Oklahoma
- 1969 B.A. in English/History, Oklahoma Baptist University

Current Positions
- Advanced Programs Professor since 1980
- Chief Executive Officer, Planned Parenthood of Central Oklahoma
- Adjunct Assistant Professor of Human Relations at the University of Oklahoma

Frequently Taught Advanced Programs Courses
- HR 5093 Introduction to Graduate Studies in Human Relations
- HR 5063 Strategies for Social Change
- HR 5003 Theoretical Foundations of Human Relations

Major Areas of Teaching and Research Interest
- Community organization and social change
- Prevention and wellness
- Mental health issues, especially related to children
- Leadership and management in organizations
- Individual, group and family therapy

Representative Publications and Presentations
- “Case Study: An Attempted Hospital Joint Venture in Enid, OK”
- A Framework for Community Mobilization
- OU Advanced Training Curriculum for Residential Child Care Workers
- Staging a Summit
- Managing Aggressive Behavior

Representative Honors and Awards Received
- Organizational recipient of 2013 national Affiliate Excellence Award in Marketing and Advertising for Teen Pregnancy Prevention Initiative in Oklahoma County
- Member, National Advisory Board for Merger Watch, a national organization monitoring the impact of hospital acquisitions, mergers and joint ventures on the quality of women’s health services
- Steering Committee Member, Teen Pregnancy Prevention Initiative of Wellness Now
- Member and past Board Officer, Oklahoma Primary Care Association
- Past Member, Board of Directors, Oklahoma County Health Alliance for the Uninsured
- Past Member and Board Chair, Central Oklahoma CareLink
- Selected as one of 34 participants nationwide in First National Leadership Institute in Adult and Continuing Education, The University of Georgia
- Past Member, Oklahoma Council on Juvenile Justice, a fifty-member advisory body to the state legislature; served two years as Chair, Mental Health Committee