The University of Oklahoma  
College of Continuing Education  
Advanced Programs – Course Syllabus

Course Title:  
Theoretical Foundations of Human Relations

Course Number:  
HR 5003-114

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 in how these theories can be applied by the human relations professional. A wide range of theories are 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.

Class Dates, Location and Hours:  
Dates: April 10-12 & 17-19, 2015  
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.  
Hours: Fri 5:30-9:30 p.m.; Sat 8:30 a.m.-4:30 p.m.; Sun 1:00-5:00 p.m.  
Last day to enroll or drop without penalty: March 12, 2015

Site Director:  
Bethany Neubauer. Phone: 405-325-1263; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:  
Course Professor: Glenda Hufnagel, Ph.D.  
Mailing Address: 1704 Homeland  
Norman, Ok 73072  
Telephone Number: 405-447-3112 (home)  
405-325-1756 (work)  
E-mail Address: gahufnagel@ou.edu  
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 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.


**Optional Text:**


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:**

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

**Instructional Strategies:**

Individual written reports, independent research on assigned topics, case studies, cross cultural interviews, team oral presentations, class discussions, individual oral presentations, video/film presentations, and small group problem-solving exercises are commonly used in this course.

**Recording Devices/Beepers/Phones/Computers:**

This course is both didactic and experiential; thus, students should feel fully present during class. Class sessions may not be tape-recorded. Telephones, beepers, and /or pagers should be turned off or placed on silent mode. Computers should not be used during class. Students who require an exception to this policy should discuss it with the professor.

**Late Work:**

Papers are due on the assigned dates at the beginning of the class. Late papers are not accepted.

**Assignments, Grading and Due Dates:**

**First Paper: Due the first class meeting - 20 points**

Section one:

Theories often emerge from an examination of fundamental questions such as: “what is the essence of human relations?”, “what am I trying to accomplish as a human relations professional?” Section one: Based on the reading for this course, that is, Theory and Practice of Counseling and Psychotherapy, Increasing Multicultural Understanding: A Comprehensive Model and Douglas McGregor, Revisited: Managing the Human Side of the Enterprise, and using your personal experience, write a 2½ to 3 page section describing and critiquing the above questions. Basically this section of your paper should be a statement of your own theoretical orientation to human relations.
Section two:

Based on a close reading of Theory and Practice of Counseling and Psychotherapy select one theory or modality which you find best suits your own style. In a 2½ to 4 page section, discuss the following questions:

1. Who are major contributors associated with your modality?
2. What assumptions do your modality made about the needs and wants of patient/clients?
3. Does the modality require client/patients to be expressive verbally and/or nonverbally in order to optimally benefit from the therapy? How, if at all, does your modality utilize the verbal and nonverbal skills?
4. What are the major advantages and strengths of this modality? Relatedly, what kinds of personal, interpersonal, and inter-group problems are most likely to be resolved by practitioners of this modality? Cite specific examples, if possible.
5. Why does this particular helping modality appeal to you?

Section three:

After a close reading of Douglas McGregor, Revisited: Managing the Human Side of the Enterprise write a 2½ to 4 page section in which you provide a brief but concise analysis of the major points contained in this text. Be sure you apply human relations theory to the organizational setting and you conceptualize the strengths and weaknesses of different approaches to dealing with clients or employees in the workplace.

Your paper should be written in APA format. More specifically, your paper should: 1) contain in-text citations, 2) have at least seven references on the reference page, cite all the assigned texts as well as scholarly peer-reviewed books and journal articles (do not use non-peer reviewed on-line materials such as web sites), 3) use standard size (12 pt) Times Roman font, 4) omit the abstract and running head, 5) use 1” margins on all sides, 6) use a separate cover sheet containing the author’s name, title of the course, and the date, 7) contain the appropriate number of pages of double-spaced text, 8) number the first page of text as Page 1, and 9) staple your paper in the upper left hand corner, do not use paper or plastic folders.

Refer to the APA Publication Manual for assistance in using proper in-text citations, and citations on the reference page. You can also download an APA sheet from the writing center at http://www.ou.edu/content/writingcenter/Citation_Guides/sub_nav_1.html or you can phone them at 405-325-2936.

Second Paper and Individual Oral Presentation: Due date: First class meeting - 20 points

After reading Increasing Multicultural Understanding, select one of the 11 minority populations discussed in the text for further study. If you are unable to locate a person who fits into the minority populations in the text, you may select someone from another minority not covered in the text. You may select a family member if he or she fits the criteria. Prepare a structured interview stemming from the author’s model (outline, specific issues raised by the author in a specific chapter). Then, interview an American citizen, immigrant, or permanent resident of the United States (even if living abroad) from your selected, non-dominant population, asking questions to capture that person’s ideas on individual, family, and cultural issues. You may gear your interview toward general matters of interest, toward workplace concerns, or toward counseling issues (or a combination of these three foci).

Write a brief two page paper summarizing your findings. Attach two appendices to your paper: the first appendix should be your structured interview questions (approximately one page in length) and the second appendix should be documentation of your thoughts and feelings about the assignment, analyzing what you learned about yourself in setting up, conducting, and processing the interview (approximately one page in length). Thus, your paper will consist of a total of four pages: two pages which summarize your finds; one page of interview questions; one page of self-analysis concerning what you learned as a result of the assignment.

Type your paper using double-spacing and 12 point font. Use a heading which illustrates “Discussion,” “Interview Questions,” “Self-Analysis.” Use a cover sheet for your paper which lists your name, the
course number and title, and the date. Staple your paper in the upper left hand corner, do not use paper or plastic covers.

You will provide a brief oral presentation on your findings during class sessions. The time limit is 10 minutes.

**Team Presentation: Due the second Saturday - 20 points**

On the first night of class students will be assigned to teams and each team will select a helping modality from *Theory and Practice of Counseling and Psychotherapy*. Teams will present an oral presentation on the assigned theory. Time allotted for the presentations will be one hour to one hour and fifteen minutes. Evaluations will be based on the creativity and the competence of the presentation. Each team should prepare a very detailed outline of the assigned theory. Each team should prepare enough copies of the outline for the instructor and all class members.

**Final Exam: Last class session - 20 points**

The final exam will deal with the material covered in class. That is all texts, readings, lectures, discussions, and video/film presentations.

**Grading:**

This is a letter-graded course: A, B, C, D, or F. A=90-100; B= 80-89; C= 70-79; D= 60-69; F= Below 60

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>All class sessions</td>
<td>20%</td>
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<tr>
<td>First Paper</td>
<td>First night of class</td>
<td>20%</td>
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<tr>
<td>Second Paper &amp; Presentation</td>
<td>First night of class</td>
<td>20%</td>
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<tr>
<td>Team Presentation</td>
<td>During class sessions</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>Last class session</td>
<td>20%</td>
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**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 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. 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
Glenda Hufnagel, Ph.D.

Education
- Ph.D. in Historical, Philosophical, and Social Foundations of Education, University of Oklahoma
- MHR in Human Relations (Counseling Emphasis), University of Oklahoma
- M.A. in Communication (Interpersonal and Small Group), University of Oklahoma
- Postgraduate Training in Counseling, Oregon State University

Current Positions
- Advanced Programs Professor since 1994
- Assistant Professor, Human Relations Department, University of Oklahoma
- Visiting Professor, Graduate Division, Department of Political Science & Public Administration, Russell Sage College, Albany, New York

Frequently Taught Advanced Programs Courses
- HR 5003 Theoretical Foundations of Human Relations
- HR 5013 Current Problems in Human Relations
- HR 5153 Human Emotions
- HR 5113 Women & Jungian Concepts
- HR 5113 Women, Work & Family
- HR 5093 Introduction to Graduate Studies in Human Relations
- HR 5473 Women & Mental Health

Major Areas of Teaching and Research Interest
- Self-in-relation theory and practice
- Menarche as a psychosocial event
- Women and class issues
- Autoethnography and narrative as research method

Representative Publications and Presentations
- Women turning the world right side up: Bringing Native American women into the university curriculum – A selected interdisciplinary resource guide. Transformations Journal, 11(1), Spring, 2000.
- A girl to puberty has come: Celebrating menarche in the Mescalero Apache tradition. South Central Women’s Studies Association, Spring, 1998.
Representative Honors and Awards Received

- Who’s Who In America
- Who’s Who in the South and Southwest,
- Phi Kappa Phi Honor Society, OU Charter Member
- McNair Scholars Faculty Mentor Award
- Phi Lambda Theta International Honor Society
- University Educators Teaching Award, Alpha Phi Omega
- Student Affairs Dean’s Faculty Service Award
- Presidential Adopt-A-Faculty Member Program, Omega Psi Phi
- Mentor’s Service Award, Phillips Minority Scholars Program, 1998 and 1999
- Presidential Commendation for University Service, Phillips Minority Scholars Program, 1998
- Nominated for the 1998 Popular Culture Association and American Culture Association’s Women’s Caucus Awards for Excellence in Feminist Studies, Thirteenth Annual Awards Competition:
  - Kathleen Gregory Klein Award for the Best Unpublished Article in Popular Culture and American Culture. (Article, “Body Bound Knowledge: Comments on Learning and Teaching in Women’s Studies”)
- Winner of the 1996 National Faculty Competition for the Invitational Conference at the Women’s Equity Institute Marymount College, Tarrytown, NY. (Paper, “Body Bound Knowledge: Comments on Learning and Teaching in Women’s Studies”)

Major Professional Affiliations

- President, South Central Women’s Studies Association
- National Women’s Studies Association
- American Association of University Women
- National Council for Research on Women
- Oklahoma Counseling Association
- American Counseling Association
- National Association for Women in Education
- Phi Kappa Phi Honor Society