Course Title:
Theoretical Foundations of Human Relations

Course Number:
HR 5003-223

Course Description:
Theory should inform practice. Whether managing work problems or engaging in psychotherapy, the theoretical foundations of the human relations professional provide a conceptual model for practical efforts to effect change or resolve conflicts. 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. Emphasis is placed upon counseling theory but the course applies more broadly to the various dimensions of human relations, including organizational theory and management approaches. The course is intended to provide a multi-cultural and social justice perspective for interacting with individuals in helping and work settings and to promote progressive thinking regarding diversity.

Class Dates, Location and Hours:

Dates: January 31 – February 5, 2012
Location: Ansbach, Germany. Education Center.
Hours: Tue-Fri 6:00-9:30 p.m.; Sat-Sun 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: January 2, 2012

Site Director:
Carmelia Lowman. Assistant: Nathan Lucas. Phone DSN 467-3325, FAX DSN 467-2376, CIV 011-49-9802-83-3325. Email: spansbach@ou.edu

Professor Contact Information:

Course Professor: Chad V. Johnson, Ph.D.
Mailing Address: Department of Human Relations
University of Oklahoma
Schusterman Center
Tulsa, OK 74135
Telephone Number: (918) 660-3377
Fax Number: (918) 660-3490
E-mail Address: cvjohnson@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 Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.).
Course Objectives:
The objectives of this course are to:

- understand the fundamental principles of various theoretical orientations that form the foundation of human relations practice;
- learn specific practices and techniques associated with theoretical orientations, in order to enhance intervention strategies, whether in a counseling environment or other setting;
- enhance the student’s own preferred theoretical orientation and to increase understanding on how one’s theoretical orientation may affect behavior, perspectives, biases, and value systems when interacting with other people or in a group situation;
- develop further self-awareness about identity related to race, ethnicity, gender, and sexual orientation, and recognize their salience in human relations practice;
- develop critical thinking in relation to theories, especially regarding the role of theory in guiding ethical behavior in the practice of human relations; and

Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction; Unit 1 Section 1</td>
<td>Ivey 1-2; Psychology of Worldviews; Activity 2.1</td>
</tr>
<tr>
<td>Unit 1 Sections 2 and 3</td>
<td>Ivey 1-2; Corey Counselor Characteristics</td>
</tr>
<tr>
<td>Unit 3 Section 1—Change</td>
<td>Morgan 1; Articles: Kurt Lewin; Social Influence</td>
</tr>
<tr>
<td>Unit 3 Section 2—Motivation</td>
<td>Morgan 2; Kreitner &amp; Kinicki; HR Mayo</td>
</tr>
<tr>
<td>Unit 3 Sections and 4—Management Style, Behaviorism</td>
<td>Maslow; McClelland; McGregor; Ivey 7</td>
</tr>
<tr>
<td>Unit 4 Section 1—Psychodynamic Theory</td>
<td>Katz (1985) “Sociopolitical Nature of Counseling”; Ivey 5</td>
</tr>
<tr>
<td>Unit 4 Section 2—Adler and Jung</td>
<td>Ivey 6</td>
</tr>
<tr>
<td>Unit 4 Section 3—Humanistic, Existential, Gestalt</td>
<td>Ivey 9,10</td>
</tr>
<tr>
<td>Unit 4 Section 4—Cognitive, CBT</td>
<td>Ivey 7,8</td>
</tr>
</tbody>
</table>

Assignments, Grading and Due Dates:

1. **Paper #1**: The first written assignment is a two-part paper on management theory and on organizational theory.

   Part one: Based on your reading of Morgan (2006), the Organizational Management articles on desire2learn, and at least 2 other professional references in management or leadership theory that you like (from articles for class or other scholarly sources), write a 3-5 paper in this section, detailing your theoretical approach to management. You should make ten major points in which you specify and prioritize your top principles in managing effectively and humanely. Note: I want you to outline your perspective, but do not write this paper in the first person. Present your ideas using the third person (e.g., “Effective managers should keep in mind the following ten principles of
leadership…”). However, avoid referring to yourself (e.g., “the author believes…”). Imagine you are writing a scholarly paper to a professional audience, presenting your ideas with scholarly support.

Part two: Select two of the chapters in Morgan’s text (chapter 2-9) to study in more depth. After studying your selected chapter, apply the organizational theory represented in that chapter to a workplace or organization that you know about. Illustrate how the theory enhances understanding of that organization. Your analysis of the organization should be 3-5 pages. It is acceptable to use the first person for this assignment.

Also include a multicultural and social justice critique of the theory throughout the paper.

Follow APA style in citing references that you use. The paper should be typed, double-spaced, with a cover sheet and no more than 6-10 pages (not counting cover sheet and references). Pay careful attention to writing style and carefully edit your papers. [30 points] Due: the first day of class.

Please, submit in the appropriate drop box on Desire2Learn.

2. **Paper #2**: There are two parts to the first written assignment. Part One is a self-exploration of the helping process; Part Two is an application of an established counseling theory

Part One: Theories often emerge from an examination of fundamental questions like: “what is the essence of helping?” “what do I actually do when I help someone?” “How do people change?” or “what am I trying to accomplish as a helping professional in a human service?” Based on the reading for this course and your personal experience, write a 3-5 page section describing and critiquing how you help other persons. Note: As above, use 3rd person to present your theory of change/helping. Basically, Part One should be a statement of your own theoretical orientation to human relations and may be stated from the point of view of the counselor, manager, or other helping professional. In Part One, you should have 3 references other than your textbook.

Part Two: Select one or two major theoretical orientations from your text. Then choose a real or imaginary situation to present as a written case study in which you apply the theory you have chosen to that situation, (e.g., applying behavioral theory when counseling an adolescent, or existential theory in managing a work group, etc.). The situation may be in a clinical setting or a personal setting or in various professional settings (e.g., as a human resource manager, a civil rights advocate, an agency administrator, etc.). The study may be focused on an individual, family, group, or organization. The way in which you present your case study and theoretical application is up to you. One acceptable way is: a) to present a short vignette describing the situation; b) to write actual dialogue between the helper and helpee illustrating the theory being used; and c) to draw conclusions which highlight what theoretical premises and strategies were being applied, and why. Most of your emphasis should be placed on identifying key points of the theory under discussion and showing how you would apply these ideas in a practice setting. It is acceptable to use the 1st person for this assignment.

You should also include an analysis of multicultural or social justice issues involved in your case.

Part Two should be of 3-5 pages in length. In Part Two, you should have two other references, in addition to the text, related to the particular theoretical orientation you are taking.

Your paper, consisting of the two parts, should not exceed ten pages (not counting cover page and references). Follow APA style in citing references that you use. The paper should be typed, double-spaced, with a cover sheet. Pay careful attention to writing style and carefully edit your papers. [30 points] Due: two weeks after the last day of class; please, put in the drop box on Desire2Learn.

3. **Participation**: The class is based upon an interactive learning model and requires active participation by students during discussion and critical thinking formats. [10 points]

4. **Final Exam/ “Think Tanks”:** A final exam will be given which is intended to measure the student’s working knowledge and ability to apply selected theories studied in the reading and lecture series. The class will be divided into small groups that will function as a “think tank” in solving an assigned human relations problem. The small groups will present their theoretical solutions to the rest of the class. [30 points]
Grading: This is a letter-graded course: A, B, C, D, or F.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper #1</td>
<td>First day of class</td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>During class sessions</td>
<td>10</td>
</tr>
<tr>
<td>Final exam/Think Tanks</td>
<td>During last class session</td>
<td>30</td>
</tr>
<tr>
<td>Paper #2</td>
<td>Two weeks after last class session</td>
<td>30</td>
</tr>
</tbody>
</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.
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. 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 Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your 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.

Copyright

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

Chad V. Johnson, Ph.D.

Education

- Ph.D. Pennsylvania State University; Major: Counseling Psychology (APA-accredited);
- M.A. Trinity University; Major: School Psychology (NASP-approved)
- B.A. *Magna Cum Laude*, Texas A&M University; Major: Psychology; Double Minor: Classical Studies and Philosophy

Supplemental Education/Study Abroad:
- Minzu University, Beijing, China - Language and Cultural Studies, Summer 1992
- Lanzhou University, Lanzhou, China - Language and Cultural Studies, Summer 1994

Current Positions

- Dec 2006 – Present  Advanced Programs Instructor
- Aug 2006 – Present  Assistant Professor, *University of Oklahoma, Department of Human Relations, Schusterman Center, Tulsa, OK*. Tenure-track.
- Aug 2006 – Present  Project Director *Center of Applied Research for Nonprofit Organizations, University of Oklahoma, Schusterman Center, Tulsa, OK*
- Jan 2009 – Present  Clinical Assistant Professor, *University of Oklahoma-College of Medicine, Department of Psychiatry, Schusterman Center, Tulsa, OK*
- Dec 2008 – Present  Private Practice, *Tulsa, OK*
- July 2008 – Present  Faculty Mentor, *School of Community Medicine, University of Oklahoma, Tulsa, OK*

Frequently Taught Advanced Programs Courses

- HR 5463  Counseling Skills
- HR 5433  Group Counseling
- HR 5113  Problems of Professional Helpers
- HR 5533  Counseling Approaches
- HR 5003  Theoretical Foundations
- HR 5453  Ethics in HR Counseling
- HR 5970  Spirituality and Counseling

Major Areas of Teaching and Research Interest

- Psychology and Religion/Spirituality
- Social Justice and Community Based Participatory Research
- Group Psychotherapy
- Humanistic, Existential, and Transpersonal Studies
- Psychotherapy Process

Representative Publications and Presentations

Refereed Publications


Book Chapters (* = Peer reviewed for acceptance)

Books/Monographs

Representative Honors and Awards Received
• Junior Faculty Summer Fellowship, University of Oklahoma, College of Arts and Sciences, 2010, Award: $6,000
• Nominee for Social Justice Award, Women’s and Gender Studies Program, Center for Social Justice, University of Oklahoma, 2010
• Junior Faculty Summer Fellowship, University of Oklahoma, College of Arts and Sciences, 2008, Award: $6,000
• Selected for Inaugural School of Community Medicine Leadership Academy, University of Oklahoma, Schusterman Center Campus, 2008-2009
• Selected for Excellence in Proposals Program, University of Oklahoma, Office of Research, Grant writing mentoring program, 2008
• Nominee for the Council of Counseling Psychology’s Training Programs Outstanding Graduate Student Award, 2003
• Edwin L. Herr Scholarship for the Education of Counselors, Pennsylvania State University, 2002

Major Professional Affiliations
• LICENSURE AND CERTIFICATION
  o Licensed Health Service Psychologist. State of Oklahoma (Lic. No: 1070)
  o Licensed Psychologist. State of Iowa (Lic. No: 00996, Inactive)
• American Psychological Association
• APA Division 17: Counseling Psychology
• APA Division 32: Humanistic Psychology
• APA Division 49: Group Psychology and Group Psychotherapy
• American Group Psychotherapy Association
• Society for Psychotherapy Research