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

Course Title:
Theoretical Foundations of Human Relations

Course Number:
HR 5003-105

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: February 3-9, 2014  
Location: Nellis AFB, Las Vegas, Nevada. See Site Director for classroom location.  
Hours: Mon-Fri 6:00 p.m.-9:30 p.m.; Sat 8:00 a.m.-4:30 p.m.; Sun 8:00 a.m.-12:00 p.m.  
Last day to enroll or drop without penalty: January 5, 2014

Site Director:
Megan Fitzpatrick Meneses. Phone: 702-643-5354; E-mail: apnellis@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 OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK. Orders can be placed online at www.oklahoma.bkstr.com. Faxed orders may be placed 24 hours a day at (405) 325-7770. Representatives are available by phone at (405) 325-3511 or (800) 522-0772 (toll-free) or E-mail at 0831mgr@fheg.follett.com from 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; and 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). (Text prices are available online.)


3. Materials posted on the OU Desire to Learn (D2L) system: Course packets with articles are posted. 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: 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:**

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; and
- develop critical thinking in relation to theories, especially regarding the role of theory in guiding ethical behavior in the practice of human relations.

**Course Outline**

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

**Paper #1:**

The first written assignment is a two-part paper on management theory and on organizational theory.

**Part I:** 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, e.g., professional journal articles, academic books), write a 3-5 paper in this section, detailing your theoretical approach to management. You should make 10 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 II:** 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 Part II of this assignment.

Also be sure to include a multicultural and social justice critique of the theory throughout the paper. In other words, using multicultural/social justice theory and understanding discuss how these issues manifest in your principles of management and case study.

Follow APA style in citing references that you use. The paper should be typed, 12-point font, double-spaced, with a cover sheet and no more than 8-10 pages (not counting cover sheet and references). Pay careful attention to writing style and carefully edit your papers. Due: the first day of class. Please, submit in the appropriate drop box on Desire2Learn. [30 points]

**Paper #2:**

The second written assignment is a two-part paper on helping and psychological theory. Constructing your own approach to psychotherapy is a lifelong process, one that begins in graduate school and continues throughout your professional career. The goal of this paper is to begin this process, in which you will: 1) identify two or more theoretical approaches from Ivey et al (2011) that resonate with you and make sense with your worldview, and 2) synthesize these theories into an integrative approach.

**Part I:** Theories often emerge from an examination of fundamental questions, like: “What is the essence of helping and change?” “What do I actually do when I help someone?” “What am I trying to accomplish as a helping professional in human services? “How do people change and how does a helper facilitate this process?” “How does culture and the sociopolitical environment shape a person and influence change?” Based on the readings for this course, your own personal experience, and at least 2 other professional references (e.g., professional journal articles, academic books) write 4-5 pages describing and critiquing how you help other persons. Pay particular attention to intervention strategies, personal values, and ethical issues when conducting your self-assessment. Basically, this should be a preliminary 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.

**Part II:** Select two major personality/counseling theories from your Ivey et al. text and support it with at least 2 other professional references (e.g., professional journal articles, academic books). Demonstrate how you might integrate the theories in a compatible way. Then, choose a real or imaginary situation to present as a written case study in which you are applying the theory you have chosen.

The situation may be in a counseling setting, or in a personal setting, or in a variety of professional settings (e.g. as a human resource manager, a civil rights advocate, an agency administrator, etc.). The study may be focused on individual, family, group, organization or community interventions. Finally, include a multicultural/social justice critique and multicultural/social justice strategies in your case analysis and intervention.

The way in which you present your case study and theoretical application is up to you. Here are a few suggestions (and only suggestions, use your own creativity):

1) Present a short vignette describing the situation;
2) Write actual dialogue between the helper and helpee(s), illustrating the theory being used; and
3) Draw conclusions that 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.

Also be sure to include a **multicultural and social justice critique** of the theory throughout the paper. In other words, using multicultural/social justice theory and understanding discuss how these issues manifest in your principles of management and case study. Part II should be **4-5 pages** in length. The entire paper should not exceed **10 pages** (APA-style; 12-pt font, 1-inch margins). [30 points]

Your paper should be typed, double-spaced, 12-point font, 1-inch margins, 8-12 pages, and in APA format. You are encouraged to use other professional resources, outside of course materials, for this paper. Include a reference page for all resources used. The Integrative Theoretical Orientation paper is due to the D2L drop-box by 11:59 pm Sunday, two weeks after class. [30 points]

**Participation:**

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

**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.

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<th>Due Date</th>
<th>Grade Points</th>
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<td>Paper #1</td>
<td>First day of class</td>
<td>30</td>
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<tr>
<td>Participation</td>
<td>During class sessions</td>
<td>10</td>
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<tr>
<td>Final exam/Think Tanks</td>
<td>During last class session</td>
<td>30</td>
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<td>Paper #2</td>
<td>March 2, 2014</td>
<td>30</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 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.

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.

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

- Associate Professor of Human Relations, University of Oklahoma-Schusterman Center, Tulsa, OK
- Advanced Programs Instructor, University of Oklahoma, Norman, OK
- Clinical Assistant Professor of Psychiatry, University of Oklahoma-Schusterman Center, Tulsa, OK.
- Licensed Psychologist, Private Practice, Tulsa, OK (Lic #: 1070)

Frequently Taught Advanced Programs Courses

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

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

- Johnson, C.V., Friedman, H., et al. (Eds.), *The Praeger handbook on social justice and psychology* (Volume 1): Critical overview. (under contract)
- Friedman, H., Johnson, C.V., et al. (Eds.), *The Praeger handbook on social justice and psychology* (Volume Survey of major topics. (under contract)