Theoretical Foundations of Human Relations

HR 5003-221

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: March 5-10, 2013
- Location: Naples, Italy. See Site Director for classroom site.
- 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: February 4, 2013

Site Director:
Rosalinda Archuleta Pintor. Phone: 39-081-568-6672; DSN 626-6672; Fax: 39-081-568-6671; DSN 626-6671; E-mail: apnaples@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@fhg.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 4 p.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>Topic</th>
<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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<td>Unit 4 Section 4—Cognitive, CBT</td>
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**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 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]

2. Paper #2: 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 that resonate with you and make sense with your worldview, and 2) synthesize these theories into an integrative approach.

In preparing to write this paper, ask yourself the following questions and identify which counseling theories best align with your worldview and beliefs.

- What is my view of human nature?
- To what extent do people direct their own actions, or do other forces outside of our awareness or control govern us?
- To what extent are people influenced by heredity (nature) and/or by their environment (nurture)?
- To what degree are people controlled by early events in their lives and/or affected by later life experiences? What is the significance of the past, present, and future in governing human behaviors? Are we prisoners of our past, or can we work to free ourselves from our past?
- What motivates people?
- What are my basic beliefs/assumptions about how people change?
- Are there critical periods in a person’s life development? If so, what are they?
- What causes mental or emotional disorders and healthy development?

In part I of this paper you will identify each of the theories you will be drawing from. For each separate theory address the following questions in your paper:

- What are the main values (or basic philosophy) held by a counselor with this theoretical approach?
- What are the main goals of therapy as viewed by a counselor from this theoretical approach?
- What are 2-3 key concepts from this theory you will be adopting to include as part of your integrative approach?
- What is it about your personality and your personal history that leads you to believe that this particular theory is a good fit for you?
- What techniques will you use from this theory?
- How does this theory take into account diverse cultural groups?
- How does your theory take into consideration political, social, and economic factors that lie outside the client – external factors?
In part II of this paper you will pull together your identified theories (from part I) and describe your integrative approach. Discuss and describe the following aspects of your integrative approach to counseling:

- Your basic philosophy of human nature
- Your general therapeutic goals in working with a client (i.e. What do you want to see happen for your clients in your therapeutic work with them?)
- The function/purpose of the therapeutic relationship
- Strengths and limitations of your integrative approach in regards to working with diverse populations
- Your role as the counselor in the therapeutic relationship
- The role of social justice counseling in your integrative approach. If you choose to not incorporate a social justice perspective, discuss your reasons for doing so.
- The population and setting most appropriate for you to practice with your approach to counseling.

In part III of this paper you will be provided with a case study in which you will describe from your integrative approach to counseling, how you would work with this client and address the needs of this client.

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.

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]

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.

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<th>Assignment</th>
<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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<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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<tr>
<td>Paper #2</td>
<td>Two weeks after last class session</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. 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. 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
- Dec 2006 – Present  Advanced Programs Instructors
- 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
Referred 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