



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5003–226: Theoretical Foundations in Human Relations

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: November 27 – December 2, 2018

Location: Mildenhall, England. See Site Director for classroom location.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: October 29, 2018

Site Director:

Email: apmildenhall@ou.edu. Phone: DSN 238-4172; CIV 44-1638-54-4172.

Professor Contact Information:

Course Professor: Chad V. Johnson, Ph.D.

Mailing Address: Department of Human Relations

OU Schusterman Center

Tulsa, OK 74135

Telephone Number: (918) 660-3377

Email Address: cvjohnson@ou.edu

Professor availability: The professor will be available via email 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 <http://www.bkstr.com/oklahomastore/home> 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@fhg.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 4p.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.

1. Ivey, A., D’Andrea, M., & Ivey, M. (2011). *Theories of counseling and psychotherapy: A multicultural perspective* (7th ed.). Thousand Oaks, CA: Sage. ISBN 9781412987233.
2. Morgan, G. (2006). *Images of organization*. Thousand Oaks, CA: Sage. ISBN 9781412939799.
3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

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.
- 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 (Expected to Read all of Morgan before class)

Topic	Readings/Activities
Introduction; Unit 1 Section 1	Ivey 1-2; Psychology of Worldviews (skim); Activity 2.1
Unit 1 Sections 2 and 3	Ivey 1-2; Corey Counselor Characteristics
Unit 3 Section 1—Change	Morgan 1; Articles: Kurt Lewin; Social Influence
Unit 3 Section 2—Motivation	Morgan 2; Kreitner & Kinicki; HR Mayo
Unit 3 Sections and 4—Management Style, Behaviorism	Maslow; McClelland; McGregor; Ivey 7
Unit 4 Section 1—Psychodynamic Theory	Katz (1985) “Sociopolitical Nature of Counseling”; Ivey 5
Unit 4 Section 2—Adler and Jung	Ivey 6
Unit 4 Section 3—Humanistic, Existential, Gestalt	Ivey 9,10
Unit 4 Section 4—Cognitive, CBT	Ivey 7,8
Additional Reading	Ivey 11-14

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 Canvas, and at least 2 other professional references (but more may be needed) 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 **4-5** page 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 Canvas. **[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 One is a self-exploration of the helping process; Part Two is an application of an established counseling theory.

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—though more may be needed) 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 Canvas drop-box by 11:59 pm Sunday, two weeks after class, **December 16, 2018**. **[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.

Assignment	Due Date	Grade Points
Paper #1	First day of class	30
Participation	During class sessions	10
Final exam/Think Tanks	During last class session	30
Paper #2	December 16, 2018	30

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 making 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.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

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

Chad V. Johnson

Education

- Ph.D. Pennsylvania State University; Major: Counseling Psychology (APA-)
- Predoctoral Internship Vanderbilt University; Department of Veteran's Affairs
- 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

- July 2011 – present Associate Professor, University of Oklahoma, Department of Human Relations, Schusterman Center, Tulsa, OK. Tenured.
- Jan 2009 – present Clinical Assistant Professor, University of Oklahoma-College of Medicine, Department of Psychiatry, Schusterman Center, Tulsa, OK
- Dec 2006 – present OU Extended Campus Instructor; University of Oklahoma
- Dec 2008 – Present Private Practice, Tulsa, OK.

Frequently Taught Advanced Programs Courses

- HR 5003 Theoretical Foundations of Human Relations
- HR 5453 Ethical Issues in HR Counseling
- HR 5463 Counseling Skills in Human Relations
- HR 5623 Post-Traumatic Stress Disorder

Major Areas of Teaching and Research Interest

- Social justice
- Psychology of religion/spirituality – Buddhist psychology/mindfulness
- Group psychotherapy
- Humanistic, existential, and transpersonal studies

Representative Publications and Presentations

- Arias, B.J.,* & Johnson, C.V. (2013). Voices of healing and recovery from childhood sexual abuse. *Journal of Child Sexual Abuse*, 22(7), 822-841.
- Friedman, H., Krippner, S., Riebel, L., & Johnson, C.V. (2010). Transpersonal and other models of spiritual development. *International Journal for Transpersonal Psychology*, 29(1), 79-94.
- Johnson, C.V., Bartgis, J., Worley, J.A., Hellman, C.M., & Burkhart, R. (2010). Urban Indian Voices: A Community Based Participatory Research Project. *American Indian and Alaska Native Mental Health Research: The Journal of the National Center*, 17(1), 49-70.
- Johnson, C.V. (2009). Reflections on a silent meditation retreat: A beginner's perspective. *International Journal for Transpersonal Psychology*, 28, 134-138.
- Johnson, C.V. (2009). A process-oriented group model for university students: A semi-structured approach. *International Journal of Group Psychotherapy*, 59, 511-528.
- Johnson, C.V., & Friedman, H. (2008). Enlightened or delusional? Differentiating religious, spiritual, and transpersonal experiences from psychopathology. *Journal of Humanistic Psychology*, 48, 505-527.
- Wade, N.G., Johnson, C.V., & Meyer, J.E. (2008). Understanding concerns about interventions to promote forgiveness: A review of the literature. *Psychotherapy: Theory, Research, Practice, Training*, 45, 88-102.

- Johnson, C.V., Hayes, J.A., & Wade, N.G. (2007). Psychotherapy with troubled spirits: A qualitative investigation. *Psychotherapy Research*, 17, 450-460.
- Johnson, C.V., & Hayes, J.A. (2003). Troubled spirits: Prevalence and predictors of religious and spiritual concerns among university students and counseling center clients. *Journal of Counseling Psychology*, 50, 409-419.

Books/ Monographs

- Friedman, H.L., Diaz, J. & Johnson, C.V. (Series Eds.). *The Praeger series on social justice and psychology*. Santa Barbara, CA: Praeger:
- Johnson, C.V., Friedman, H.L., Diaz, J., Franco, Z., & Nastasi, B.K. (Eds.) (2014). *The Praeger handbook for social justice and psychology: Vol. 1. Fundamental Issues and special populations*. Santa Barbara, CA: Praeger.
- Johnson, C.V., Friedman, H.L., Diaz, J., Franco, Z., & Nastasi, B.K. (Eds.) (2014). *The Praeger handbook for social justice and psychology: Vol. 2. Well-being and professional issues*. Santa Barbara, CA: Praeger.
- Johnson, C.V., Friedman, H.L., Diaz, J., Franco, Z., & Nastasi, B.K. (Eds.) (2014). *The Praeger handbook for social justice and psychology: Vol. 3. Youth and Disciplines in Psychology*. Santa Barbara, CA: Praeger.

Book Chapters (*=Peer reviewed for acceptance)

- Johnson, C.V., & Friedman, H. (2014). Set introduction. In C.V. Johnson, H.L. Friedman, J. Diaz, Z. Franco, & B.K. Nastasi (Eds.), *The Praeger handbook of social justice and psychology: Vol. 1. Fundamental issues and special populations* (pp. xvii-xx). Santa Barbara, CA: Praeger.
- Friedman, H., Johnson, C.V., & Diaz, J. (2014). Series introduction: The Praeger psychology and social justice series. (2014). In C.V. Johnson, H.L. Friedman, J. Diaz, Z. Franco, & B.K. Nastasi (Eds.), *The Praeger handbook of social justice and psychology: Vol. 1. Fundamental issues and special populations* (p. xv). Santa Barbara, CA: Praeger.
- Nastasi, B.K., Franco, Z., & Johnson, C.V. (2014). Introduction to volume 3. In C.V. Johnson, H.L. Friedman, J. Diaz, Z. Franco, & B.K. Nastasi (Eds.), *The Praeger handbook of social justice and psychology: Vol. 3. Youth and disciplines in psychology* (pp. xi-xvii). Santa Barbara, CA: Praeger.
- Johnson, C.V., Friedman, H.L., Diaz, J., Franco, Z., & Nastasi, B.K. (2014). Conclusion. In C.V. Johnson, H.L. Friedman, J. Diaz, Z. Franco, & B.K. Nastasi (Eds.), *The Praeger handbook of social justice and psychology: Vol. 3. Youth and disciplines in psychology* (pp. 197-203). Santa Barbara, CA: Praeger.
- Friedman, H., Krippner, S., Riebel, L., & Johnson, C.V. (2012). Models of spiritual development. In L. Miller's (Ed.) *The Oxford Handbook of the Psychology of Spirituality*. New York: Oxford University Press.
- Johnson, C.V. (2010). Faith in crisis: Awakening to social justice through religious conflict. In M. Trotter-Mathison, J.M. Koch, S. Sanger, & T.M. Skovholt, (Eds.), *Voices From the Field: Defining Moments in Counselor and Therapist Development* (pp. 139-142). New York: Routledge.*
- Krippner, S., Friedman, H., & Johnson, C.V. (2010). Indigenous spirituality and psychological healing. In J.H. Ellens (Ed.), *The Healing Power of Spirituality* (Vol. 1) (pp. 122-143). Westport, CT: Praeger Publishers.
- Johnson, C.V. (2008). Awakening social consciousness. In S.S. Fehr (Ed.), *101 Interventions in Group Therapy* (pp. 375-379). Binghamton, NY: Haworth Press.*