

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Introduction to Graduate Studies in Human Relations

Course Number:

HR 5093-492

Course Description:

This course provides an introduction to and survey of the program of graduate study in Human Relations. The program provides research, knowledge, and skills to work with diverse individuals and to confront systemic inequities. The course is designed to familiarize students with the standards and expectations of multidisciplinary graduate coursework, particularly with regard to writing standards and research strategies and techniques. The course introduces students to what is required of practitioners engaged in promoting social change in individuals, families, groups, communities, and organizations. Students will examine historical and theoretical perspectives related to the area of Human Relations.

Course Dates

May 1 – August 31, 2017

Last day to enroll or drop without penalty: April 2, 2017

Site Director:

This is a three-credit hour online course. Please see your local Site Director or email our online site coordinator at aponline@ou.edu

Professor Contact Information:

Course Professor: Dr. Katie Allen, LPC
Mailing Address: Physical Sciences Building, Room 702
Telephone Number: (405) 325-2402 HR (Office)
Email Address: kallen@ou.edu
Professor availability: The professor will be available via email to students throughout the course.

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@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 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. Perry, J., & Perry, E. (2013). *Contemporary society: An introduction to social science* (13th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN 9780205020898.
2. American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. ISBN 9781433805615.
3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://oklahoma.instructure.com/>, enter your OU NetID 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.

OU Email:

All official correspondence from distance learning instructors will be sent only to students' ou.edu address.

Online Orientation:

The College of Arts and Sciences offers an online orientation for students who are enrolled in online or blended courses. The purpose of the orientation is to ensure that students are well prepared both technically and practically to take online courses. The orientation can be found on their website at:

<http://www.ou.edu/content/cas/online/student-online-orientation.html>

The College of Arts and Sciences Online and Academic Technology Services office is here to assist you with any questions, problems, or concerns you may have. For assistance visit their website at

<http://www.ou.edu/content/cas/online/student-information.html> or contact them by telephone at: (405) 325-5854 or email: casonline@ou.edu

Course Objectives:

- To understand major theoretical approaches to human relations
- To become familiar with the historical foundations of the study of Human Relations
- To develop communication competence, an understanding of graduate education standards, and the tools needed for graduate study including familiarity with the writing format described in the Publication Manual of the American Psychological Association (APA), 6th edition
- To define human relations as a multidisciplinary field
- To explain the relationship between the social sciences and diversity and inclusion and how this relationship informs the study of human relations
- To apply the knowledge and skills gained in the MHR program to possible career opportunities in human relations.

Course Process:

This graduate course is entirely web-based, carried out primarily through Canvas. The course lends itself to web-based delivery, due to the richness and abundance of the printed and media materials, the nature of student assignments, and the focus on discussion. Students will be able to retrieve course materials, submit their entries to Canvas, both for discussion and instructor assessment, and respond to the postings of other students enrolled in this course. Dialogue and communication will be encouraged as a means of sharing knowledge and examining assumptions and beliefs. As instructor, I will post articles, class notes, links, and highlights onto the various forums of Canvas. Communication will occur through Canvas and its e-mail capability.

A Course Schedule will be prepared and posted on Canvas, outlining the expected progress of the Course and the weekly-related topics, activities, and assignments. (Please note that the schedule is provided as a guide for planning, but it is subject to change as the course progresses.) The instructor will provide guidelines to the weekly readings. The course will run week-to-week, Monday to Sunday, and, unless otherwise indicated, all weekly assignments (except those spanning more than a week) will be due on the Sunday midnight of the week in which they were assigned.

Note on plagiarism:

Be aware that student papers when put in the Dropbox are automatically submitted to turnitin.com, a plagiarism database that scans your paper and adds it to the database to be used for future searches. The scan gives a percentage for how much of a paper is found in other sources and gives links to those other sources as evidence. Please cite and paraphrase your material appropriately (see APA Publication Manual, 6th ed.).

Assignments, Grading and Due Dates:

A course calendar will be provided for you on Canvas. Due dates will follow the Course Schedule.

Before you begin your written assignments, carefully read the relevant sections in the *APA Manual* (6th ed.), or consult one of several online resources that provide APA guidelines. You are responsible for following all guidelines on these pages. To be acceptable, all written work must be grammatically and stylistically correct. Be sure to edit your written works carefully before submitting them.

Reading Assignments & Participation

Readings:

You are expected to become knowledgeable of the course materials including the primary text, *Contemporary society: An introduction to social science* (13th ed.). Our focus will focus primarily on Chapters 1, 7, 8, 9, 12, 13, 14, and 18 (eight chapters). The topics included in the textbook are comprehensive and students will find the book useful for this academic course and beyond.

Participation & Discussions (10% of Total Grade):

Thoughtful reading, careful writing, and timely submissions are practices important to student success in this course. Graduate-level writing requires students to develop high-level skills and abilities in reading comprehension, critical thinking, and the synthesis of literature. Students must learn to appropriately represent and cite the work of others, and use research literature to support ideas, claims, and assertions. Demonstrations of these skills are also expected in other Master of Human Relations (MHR) courses and when writing the departmental Comprehensive Final (for MHR majors) near the completion of your program. Please review *Human Relations Graduate Program Planner* for details.

<http://humanrelations.ou.edu/Websites/hr/images/Program%20Planner-08%2008%2016.pdf>

You are expected to post an introductory discussion post for the class. In addition, you are responsible for posting a discussion response to my prompts for each chapter (we will cover eight). These are to be a minimum of 12 complete sentences. You will also respond to a minimum of two peers' discussion posts as well. Due dates for each discussion are provided on the course calendar.

Summary Paper (10% of Total Grade):

Represents 10% of the final grade - due date is in accordance with the class schedule.

Background:

“Human relations in its broadest sense covers all types of interactions among people—their conflicts, cooperative efforts, and group relationships. It is the study of why our beliefs, attitudes, and behaviors sometimes cause relationship problems in our personal lives and in work-related situations. The study of human relations emphasizes the analysis of human behavior, prevention strategies, resolution of behavioral problems, and self-development” (Reece & Brandt, 2008, p. 4). Reece, B. L., & Brandt, R. (2008). *Effective human relations: Personal and organizational applications*. (10th ed.). Boston, MA: Houghton Mifflin Company.

As stated in the OU-Human Relations Student Planner, human relations is a multi-disciplinary field, which draws on other academic disciplines, including the social sciences. Accordingly, **the aim of the first paper is to provide students an opportunity to explore the field of social science as an introduction to the study of human relations.** In Chapter One of the Perry and Perry text, the authors assert that the purpose of the social sciences is to examine methodically the range of human conditions and behaviors while employing an approach from the physical sciences (p. 2).

Assignment:

You are asked to provide a summary of Chapter One and include the following: a) an **elaborated** explanation of the fundamental differences between the social sciences and the natural sciences; b) a **brief** description of **three** of the social science disciplines listed in the chapter and the commonalities among them; c) a **concise** discussion about the issues, concepts, tools, and practices involved in studying the social world; and d) a **detailed** explanation describing how the social science field informs is directly related to the area of human

relations. Use the definition of human relations (Reece & Brandt, 2008) provided above to assist in show the associations and connections between the field of social science and the area of human relations. **This paper will be submitted to the appropriate dropbox on Canvas by the due date. It should be no fewer than five full, complete pages. Due dates will be provided on the class schedule on Canvas once the course begins.**

Three Topical Papers (30% of Total Grade):

Papers are 10 % each, totaling 30% of the final grade. Each due date is in accordance with the class schedule. Choose three topics from those listed below, carry out research on this topic, and prepare a paper for each one. Each paper should be a **minimum of three double-spaced pages**. Your papers should draw on the Perry and Perry textbook and **at least one other relevant reading** (i.e., recent scholarly journal article, academic book--publications should fall within 2012-2016). Please include a cover page with the topic you have selected. **These papers will be submitted to the appropriate dropbox on Canvas by the due date. Due dates will be provided on the class schedule on Canvas once the course begins.**

List of Topics related to Human Relations from which to choose:

- Chapter 7: Social Stratification; Social mobility
- Chapter 8: Race; Ethnicity
- Chapter 9: Gender; Sexuality
- Chapter 12: Marriage; Divorce
- Chapter 13: Religion
- Chapter 14: Education
- Chapter 18: Economy

Chapter Quizzes (35% of Total Grade):

Quizzes are 7x5 = 35% of the final grade. Each due date is in accordance with the class schedule. In this course, quizzes help to facilitate familiarity with and understanding of course terms, concepts, and theories related to the study of human relations. Quizzes may constitute a combination of matching terms to remember, fill in the blank questions, and multiple-choice questions. Students are expected to have read and studied assigned chapters **prior** to completing the associated quiz. Each quiz is timed and students will not have enough time to search and find each answer. Additionally, students are expected to incorporate terms, concepts, and theories in course papers and group paper.

Group Project of Film Analysis (15% of Total Grade):

A Conversation with George Henderson: <http://videos.oeta.tv/video/2365268209>.

Students will view the film, “A Conversation with Dr. George Henderson,” an OETA/PBS film that features the creator of the OU Human Relations program. Students are asked to examine the film in light of issues related to human relations as captured in the course materials including the Perry and Perry textbook (i.e., race, ethnicity, class, status, power, life chances, education) and to provide a brief analysis (No fewer than 6 complete pages). Although it is essential that every member contribute to the project, one group member will be selected to post the final paper into the Dropbox. This assignment represents 15% of the final grade and is due according to the class schedule. Groups can communicate in person, via email, or the professor can provide a discussion forum for each group to communicate regarding these film analyses. **This paper will be submitted to the appropriate dropbox on Canvas by the due date. Due dates will be provided on the class schedule on Canvas once the course begins.**

Grading:

This is a letter-graded course: A, B, C, D, or F. Attendance at all class meetings is required.

Assignment	Due Date	Percent of Grade
Discussion/Participation	According to Class Schedule	10%
Summary Paper	According to Class Schedule	10%

Assignment	Due Date	Percent of Grade
Three Topic Papers	According to Class Schedule	30%
Seven Chapter Quizzes	According to Class Schedule	35%
Group Project of Film Analysis	According to Class Schedule	15%
Total	N/A	100%

Grading scale: A=90-100, B=80-89, C=70-79, D=60-69, F=59% and below

The following explains my interpretation of each letter grade:

- A = Superlative work. It reflects scholarship, depth, accuracy, and good grammar. Papers, critiques, and presentations receiving an A grade are well organized, cogently address almost all appropriate points, leave little in the way of questions unless purposely designed to stimulate questions. Work provides appropriate citations, and clearly addresses the stated objectives. Interpretation, analysis, and synthesis flow clearly from the information base.
- B = Above average work. It reflects sound scholarship, but may contain a few distracting presentation and process errors such as grammatical mistakes, spelling errors and lack of clarity. Interpretation may be challenged; analysis and synthesis may be criticized easily.
- C = Average work. The work reflects marginal scholarship. It contains frequent grammatical mistakes and spelling errors. Objectives are not clear, sentence structure may be flawed and incoherent, citations are inadequate, interpretation is questionable, and analysis is weak.

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.

Criteria for Evaluation of Writing Assignments

Grading papers requires my subjective evaluation. Unlike true/false, multiple-choice or any other kind of objective examinations, no one right-or-wrong response exists. Instead, a variety of responses are possible, varying only in that some are better responses than others. When writing your papers, please consider the following:

- **Introduction:** Paper includes an APA style title page, communicates the purpose or focus of the paper, and presents a strong overview or forecast of the paper.
- **Focusing & Sequencing:** Paper only includes materials that are clearly related to subtopic and main topic evidences strong organization and integration of material within subtopics. Paper demonstrates strong transitions, linking subtopics and main topic.
- **Support:** Paper constitutes peer-reviewed research based support of the topic.
- **Discussion:** Paper thoroughly assesses and evaluates the topic of discussion and exhibits thorough explanations, examples, and illustrations relevant to the topic.
- **Conclusion:** Paper provides a strong review of key conclusions and returns to the purpose or focus of the paper. It includes an insightful summary of the researched material on the topic.
- **Grammar & Mechanics:** Paper is free of grammatical, spelling, and punctuation errors.
- **APA Style:** Paper is free of errors in APA style and is written in a scholarly style. Writing is organized, flows well, and easy to follow.
- **References & Citations:** Paper includes a reference page and both references and citations are correctly written and presented.

Your paper should be formatted according to APA 6th edition guidelines. This includes properly formatted title and reference pages. Paper should be written in Times New Roman, 12-inch font, double-spaced.

Policy for Late Work:

Please contact the professor regarding his/her policy for late work

Attendance Policy:

In addition to interaction via Canvas and email contact, students are required to contact the instructor via email or telephone **before** the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Canvas, although students may contact the instructor via telephone, postal mail, email, or fax as needed

Incomplete Grade Policy:

A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

Technical Support Information:

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

Procedures for Completion of Course Evaluation:

Upon completion of the course students should go to the [Advanced Programs Online Learning Information webpage](#) and click on the applicable semester link under “Online Course Evaluation” which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses.

Your responses will be kept confidential. They will be reviewed by the department and only supplied to the professor once grades for the course have been submitted.

POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

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.

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.

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

Katie R. Allen, PhD, LPC-S

Education

- 2010 PhD: Counselor Education, Texas Tech University
- 2006 M.A.: Humanities; Duke University
- 2004 B.A.: Double Major: Psychology and Philosophy, Texas Tech University

Current Positions

- Assistant Professor, Department of Human Relations (since 2013)
- Advanced Programs Professor (since 2014)
- Licensed Professional Counselor, State of Oklahoma (since 2012)
- Licensed Professional Counselor Supervisor, State of Oklahoma (since 2014)
- Past Clinical Director & Therapist, Cedar Ridge Psychiatric Hospital & Residential Treatment Center, (May 2011 – August 2013)

Frequently Taught Advanced Programs Courses

- HR 5100: Posttraumatic Stress Disorder
- HR 5563: Career Counseling
- HR 5553: Counseling Approaches
- HR 5970: Counseling Implications for At-Risk and Gifted Youth
- HR 5093: Introduction to Graduate Studies

Major Areas of Teaching and Research Interest

Counseling implications for at-risk children and adolescents; Mental Health Issues of Gifted Children and Youth; Ethical issues related to counselors; Career counseling implications and interventions; Anxiety and academic performance; Anxiety and Intelligence.

Representative Publications and Presentations

- Allen, K. *Career Interest Trends of Justice-Involved Youth: Where Intervention Should Begin*. Accepted for presentation at the 2017 American Counseling Association Conference in San Francisco, CA.
- Allen, K. *Career Expectations and Levels of Development in Adolescents Who Offend*. Accepted for presentation at the 2016 Zarrow Mental Health Symposium in Tulsa, OK.
- Allen, K. R., Bradley, L. (2015). Career counseling with juvenile offenders: Effects on self-efficacy and career maturity. *Journal of Addictions and Offender Counseling*, 36, 28 - 42.
- Allen, K., & Bradley, L. *Career Counseling with Juvenile Offenders: Effects on Self-Efficacy and Career Maturity*. Paper accepted for presentation at the 2015 American Counseling Association Conference in Orlando, FL.
- Allen, K. *Career Counseling Implications for Juvenile Offenders*. Presented at the 2014 Zarrow Mental Health Symposium in Tulsa, OK.
- Bradley, L., Hendricks, R., Whiting, P., & Rhode, K. (2010). Overview of counselor supervision. In L. Bradley & N. Ladane (Eds.), *Counselor supervision: Principles, process and practice* (4th ed.). Philadelphia, PA: Taylor and Francis.
- Rhode, K. (2008). "Serving Gifted Learners beyond the traditional classroom: A guide to alternative programs and services," VanTassel-Baska, J. L. (Ed.). (2007), *Roeper Review*, 30, 70 – 71.
- Rhode, K. *Career Interests of Juvenile Offenders: Where Intervention Should Begin*. Paper accepted for presentation at the 2012 American Counseling Association Annual Conference in San Francisco, CA.
- Rhode, K. *The Effect of Career Counseling on the Self-Efficacy and Career Maturity of Residential Juvenile Offenders*. Presented at the 2011 American Counseling Association Annual Conference in New Orleans, LA.

Major Professional Affiliations

- American Counseling Association
- Oklahoma Counseling Association
- Leadership Oklahoma : Loyal Class VII