



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## HR 5003-495: Theoretical Foundations in Human Relations

### Course Description:

This course is designed to expose students to fundamental theories upon which practice in human relations is based, and to facilitate a greater understanding of how these theories can be applied by the human relations professional. A wide range of theories is studied relating to individual, family, organizational, and social issues. Conceptual approaches in psychotherapy are featured, as well as studies relating to multicultural issues and social justice themes. Applications of management theory in the world of work and helping theory in human services are featured.

### Course Dates:

January 2 – April 30, 2019

Last day to enroll or drop without penalty: December 4, 2018

### 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](mailto:aponline@ou.edu)

### Professor Contact Information:

Course Professor: Anita Fream, M.A.  
Mailing Address: 620 Classen Blvd.  
Norman, OK 73071  
Telephone Number: (405) 325-1756 (HR department; leave message)  
Fax Number: (405) 325-4402  
E-mail Address: [Anita.S.Fream-1@ou.edu](mailto:Anita.S.Fream-1@ou.edu)  
Virtual Office Hours: Contact the professor for this information.  
Professor availability: The professor will be available via email to students during the above listed Virtual Office Hours and other methods by arrangement.

### Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact [apsyllabi@ou.edu](mailto:apsyllabi@ou.edu). Text prices are available online

1. Corey, G. (2012). *Theory and practice of counseling and psychotherapy* (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole. ISBN 9780840028549.
2. Locke, D. & Bailey, D. (2014). *Increasing multicultural understanding: A comprehensive model* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage. ISBN 9781412936583.

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.

**OU Email:**

All official correspondence from 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](mailto:casonline@ou.edu)

**Course Objectives:**

At completion of this course, students will be able to:

1. Identify and define the fundamental principles of various theoretical orientations forming the foundation of human relations practice;
2. Identify and describe specific practices and techniques associated with theories, in order to enhance intervention strategies, whether in a counseling environment or other settings;
3. Describe how one's theoretical orientation may affect behavior, perspectives, biases, and value systems when interacting with other people;
4. Discuss ways in which self-awareness about identity related to race, ethnicity, gender, and/or sexual orientation are salient to human relations practice;
5. Describe ways in which theory may be used to explicate complex human interactions;
6. Demonstrate critical thinking in relation to theories, especially regarding the role of theory in guiding ethical behavior in human relations practice (for example, with case studies).
7. Describe a personal repertoire of theories to facilitate reaching solutions in human relations problems in various contexts (individual/family therapy, organizations, or social justice situations, for example).

**Instructional Strategies:**

Students will engage in learning through readings, large and small group discussions, team assignments, case study analysis, academic research and writing assignments, and other practice activities.

**Brief Course Outline:**

- Module One – Introduction
  - The nature of theory
  - Change and broad theories of human behavior
- Module Two – Psychological theories
- Module Three – Family theories
- Module Four – Group and organizational theories
- Module Five – Social change theories
- Module Six – Multicultural theories
- Module Seven – Ethical theories

### **Assignments, Grading, and Due Dates:**

Please note that this course is supported by Canvas, and all course materials excluding the texts will be found on Canvas. Please submit assignments through Canvas.

### **Readings:**

It is helpful for you to read and be familiar with the texts before class begins. However, if this is not feasible, specific reading assignments are given online for each module. In addition, the modules include brief notes which you are expected to read. If you have questions about the readings, I encourage you to include them in the online discussions, so that other students may learn from them. Several of the assignments refer to the texts and/or to the online notes, as do some of the discussion topics.

### **Ongoing Canvas Discussions:**

You are expected to participate in the discussions posted on Canvas for each module. The instructor will pose a question to which students will respond. These will help us get to know each other and recreate some of the interaction we would normally get in the classroom. For that reason, your participation is required, though not graded. For each discussion, you should post at least one original message and two responses to other students.

### **Formal Written Assignment – Structured cross-cultural interview:**

After reading *Increasing Multicultural Understanding*, you will interview an individual member of one of the minority populations discussed in the text, preferably someone from a racial and ethnic background different from yours. (If you already work in the HR field, do not use a real client for this interview.) Prepare a structured interview stemming from the author's model and then interview someone from your selected population to capture that person's ideas on individual, family and cultural issues. Write a five-page paper (main body) summarizing your findings. Include an analysis of what you learned about yourself in setting up, conducting and processing the interview. Attach your structured interview questions after the conclusion of your paper as an appendix. Cite Locke's text in APA style, and any other references you use; Locke is the only required resource. Additional instructions will be available on Canvas.

### **Informal Assignments**

These are case studies and problem-solving exercises found in each module. They require no formal research or citing of references and are primarily based on the material in the notes and your reading assignments. In addition, you may be asked to access specific Web sites for further information.

Informal assignments should be one-half to one page in length. One informal assignment will be due on the completion date given for each module. Please work through them sequentially and turn them in by the designated due dates. Further instructions will be found in the Welcome and Introduction posted on Canvas.

### **Team Projects/Presentations**

Team projects will apply one theory of your team's choice to a real-life case that you will write together in your small group/team. Team projects will be composed of written case studies with analysis (Word document) and accompanying brief presentation (Powerpoint or equivalent) and posted to the designated Canvas discussion board by the due date. Both the Word document and the Powerpoint presentation will also be submitted to the designated Canvas drop box. Research on your topic should be conducted from outside sources, in addition to the class notes and texts (if you use either text). Further, more detailed instructions may be found in Canvas. All members of your small group/team are expected to contribute equally to the project/presentation.

### **Exam**

There is an objective, multiple-choice exam based upon the text by Gerald Corey, *Theory and Practice of Counseling and Psychotherapy*. This exam will be posted on Canvas and can be taken as an open-book exam.

**Due Dates:**

The course is organized into seven modules. You should work your way through the modules sequentially, completing one about every two weeks.

Please refer to the “Course Schedule and Assignment Due Dates” under the Content tab in Canvas for a detailed listing of all course dates.

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

Assignment	Points	Due
Formal written assignment: Structured cross-cultural interview	50 points	April 30
Informal Assignments (seven X 10 points each)	70 points	1/14, 1/28, 2/11, 3/4, 3/18, 4/1, 4/15
Team Project/Presentation	50 points	April 8
Online Exam	30 points	April 30
<b>Total</b>	<b>200 points</b>	n/a

Final grades will be assigned as:

Grade	Percent of Grade
A	90% -100 %
B	80% - 89 %
C	70% - 79 %
D	60% - 69%
F	below 60%

**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.

**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).

## **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 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](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](mailto: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

Anita S. Fream, M.A.

### Education

- M.A. in Human Relations/Professional Psychology, University of Oklahoma
- B.A. in English/History, Oklahoma Baptist University

### Current Positions

- Adjunct Assistant Professor of Human Relations at the University of Oklahoma
- Chief Executive Officer, retired, Planned Parenthood of Central Oklahoma

### Frequently Taught Advanced Programs Courses

- HR 5093 Introduction to Graduate Studies in Human Relations
- HR 5063 Strategies for Social Change
- HR 5003 Theoretical Foundations of Human Relations
- HR 5113 Research and Writing for Human Relations

### Major Areas of Teaching and Research Interest

- Community organization and social change
- Prevention and wellness
- Mental health issues, especially related to children
- Leadership and management in organizations
- Individual, group and family therapy

### Representative Publications and Presentations

- “The Past Is Prologue: An Autoethnographic Account of Recurring Themes in Social Norms Around Acceptable Female Sexual Expression and Contraceptive Use,” chapter in *The Reproductive Lives of Twenty Middle Class North American Women* (2015)
- Case Study: An Attempted Hospital Joint Venture in Enid, OK
- “Guest Column: Acquiring a Taste for Real Life Public Affairs,” published in *Wake Up*, the social justice newsletter published by the Planned Parenthood Federation of America.
- “A Framework for Community Mobilization,” published in *New Designs for Youth Development*
- *OU Advanced Training Curriculum for Residential Child Care Workers*, published by the National Resource Center for Youth Services (NRC)
- *Staging a Summit*, published by the Southwest Regional Center for Drug-Free Schools and Communities
- *Managing Aggressive Behavior*, published by NRC
- Preserving Women’s Health Care: The Threat Posed by Mergers Between Sectarian and Non-Sectarian Health Care Entities, presentation at the National Training Academy in Public Affairs, Planned Parenthood Federation of America
- I’ve Been Thinking... about Professional Standards and Personal Ethics, paper for the First National Leadership Institute in Adult and Continuing Education, University of Georgia
- The Role of Federal Programs in Prevention, presentation at the National Prevention Leadership Seminar
- An Advanced Training Curriculum for Child Care Workers, National Child Welfare Training Symposium
- Training Child Care Workers: The Curriculum Counts, National American Indian Conference on Child Abuse and Neglect

## **Representative Honors and Awards Received**

- Organizational recipient of 2015 Community Organization of the Year, presented by Perry Publishing, Oklahoma City
- Honored in 2015 by Planned Parenthood of Central Oklahoma with a named annual award, The Anita Fream Outstanding Staff Service Award
- Organizational recipient of the 2013 National Affiliate Excellence Award in Marketing and Advertising for the Teen Pregnancy Prevention Initiative in Oklahoma County
- Organizational recipient of 10 ADDY awards and the nonprofit initiative of the year for 2013 by the Oklahoma City Ad Council for the Teen Pregnancy Prevention Initiative in Oklahoma County
- Selected as one of 34 participants nationwide in First National Leadership Institute in Adult and Continuing Education, The University of Georgia

## **Community Service**

- Member, National Advisory Board for Merger Watch, which monitors the impact of hospital acquisitions, mergers and joint ventures on the quality of women's health services
- Past Member, Board of Directors, Oklahoma County Health Alliance for the Uninsured
- Past member and chair, Board of Directors, Central Oklahoma Integrated Network System, a non-profit referral service for free health care to indigent individuals
- Member for four years of Oklahoma Council on Juvenile Justice, a 50-member advisory body to the state legislature; Served two years as Chair, Mental Health Committee
- Past member and chair, Board of Directors, Cleveland County Youth and Family Center
- Past member and treasurer, Board of Directors, AIDSWalk OKC