



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5093-220: Introduction to Graduate Studies in Human Relations

Course Description:

This course is designed to provide an introduction to and survey of the Program of Graduate Studies in Human Relations. It is designed to familiarize students with the standards and expectations of multidisciplinary graduate coursework, particularly regarding writing standards and research methods. Additionally, it provides an awareness of the history, theoretical basis, and career opportunities in human relations-oriented organizations. The course introduces students to what is required of practitioners engaged in promoting change in individuals, families, small groups, communities, and organizations. Students will gain practical knowledge of human interactions, diversity, change strategies, communication processes, service, the dynamics of groups and team building, leadership skills, and social justice issues.

Finally, this course is somewhat different than many graduate courses in that there is less emphasis on empirical research, methodology and statistics. For many graduate students this can be a little disorienting. Instead, there will be a strong emphasis on dialogue, critical thinking, evaluation and examination of assumptions and beliefs.

Class Dates, Location and Hours:

Dates: October 22 – 27, 2019

Location: Spangdahlem AB, Germany. Students should check with 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: September 24, 2019

Site Director:

Email: apspangdahlem@ou.edu. Phone: DSN 452-7555, CIV 06565-61-7555.

Professor Contact Information:

Course Professor: Dr. Eugenia Fuenzalida
Mailing Address: University of Oklahoma
Department of Psychology
455 W. Lindsey St., DAHT 705
Norman, OK 73019

Telephone Number: (405) 659-0852 (cell)

E-mail Address: fuenzalida@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.

Textbooks:

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. Text prices are available online

1. Bridges, W. (2004). *Transitions: Making sense of life's changes* (25th ed.). New York: Basic Books. ISBN 9780738209043.
2. Reece, B.L. (2013). *Effective human relations; Interpersonal and organizational applications* (12th ed.). Mason, OH: Cengage South-Western. ISBN 9781133960836.

Course Objectives:

1. This course is designed to improve and enhance the knowledge and skills of human relations professionals who provide support, counseling, and/or other services.
2. The focus will be on appreciating human relations as an art, sciences, and a multidisciplinary field

Upon completion of this course students will be able to:

- Know the major theoretical approaches to human relations
- Identify issues that impede or facilitate positive human relations
- Develop communication competence, an understanding of graduate education standards, and the tools needed for graduate study
- Know the historical foundations of human relations
- Gain an understanding of diversity as a foundation of social justice
- Understand the concept of a service orientation to the human relations profession.
- Apply the knowledge and skills gained in the program to possible career opportunities in human relations.

Course Outline:

Session	Topics Covered	Assigned Readings Be prepared to discuss material on these dates.
Session 1 10.22.19	Intro to Human Relations Personal and Organizational Communication	Reece- Chapters 1, 2 Bridges- Entire Text
Session 2 10.23.19	Understanding your communication style Building High Self-Esteem Personal Values and Ethical Choices	Reece- Chapters 3, 4, 5
Session 3 10.24.19	Attitudes Motivation Interpersonal Relations and Self-disclosure	Reece- Chapters 6, 7, 8
Session 4 10.25.19	Emotional Balance Building Relationships	Reece- Chapters 9, 10
Session 5 10.26.19	Developing Professional Presence Team Building Conflict Resolution Managing Stress	Reece- Chapters 11, 12, 13, 14
Session 6 10.27.19	Workplace Diversity Changing Roles Developing a life plan	Reece, Chapters 15, 16, 17

Instructional Strategies:

Class objectives will be obtained through the course with readings from your texts, lectures, in and out-of-class assignments, small group work, team presentations, short papers, and active class discussions.

Recording Devices/Phones/Computers:

It is important for students to be fully present during class to fully benefit from lectures, discussions, and experiential assignments. Class sessions may not be tape-recorded. All telephones and pagers should be turned off or placed on silent mode. Computers may not be used during class. Students who require an exception to this policy should discuss exceptional circumstances with the professor.

Assignments, Grading and Due Dates:

Work Behavior Analysis (4 pages)

In Chapter 1 of the Reece text, beginning on page 9 the author outlines the “Major Forces Influencing Worker Behavior.” Among the forces included are Organizational Culture, Supervisory-Management Influence, Work Group Influence, Job Influence, Personal Characteristics, and Family Influence. **Be sure to use section headings to differentiate the different parts of your paper.**

You are asked to:

- Briefly define each of the dimensions identified in the schema and described in the Chapter
- Using the schema on page 9, Figure 1.2, prepare an analysis of your present work setting or one in which you have worked or studied in the past.
 - In other words, consider how each of the ‘forces’ present themselves and affect your work setting
- Conclude by noting where the strengths and weaknesses lie with regard to the ‘forces’ in your organization.

Personal Change Analysis (6 pages)

Completion of this assignment requires that the student complete reading the entire Transitions text before the start of the course. In the book, *Transitions*, William Bridges outlines the processes of undergoing changes in our life. He outlines and describes the phases of transition: the Ending Phase, the Neutral Zone, and the New Beginning. You have the opportunity to revisit an event of personal change (or the change that you have observe in someone else) and to explore its process, using the phases in Bridges text, as well as other materials that are relevant. Be sure to outline the phases and concepts from the text that you are using; in other words, assume that the reader has not read the text. Be sure to use section headings to differentiate the different parts of your paper.

Your paper should include the following:

1. An overview of the phases of transition that Bridges outlines in the text
2. A description of the your own or another’s transition process
3. An analysis that examines how the phases fit (or not) with your personal experience or observation of change
4. Your ideas for how you or others can be most helpful for those going through personal change of the sort Bridges addresses.
 - a. In other words, how does the assignment advance your understanding of change?

Human Relations Autobiography (12-15 pages)

An Autobiography in Five Chapters: Imagine that a publisher has offered to publish your autobiography and has asked for five chapters of your life as a learner or as an educator. Write an autobiography in which you recall features of your life that has led to your studies of human relations and interest in this field.

Prepare an outline of these five chapters and then write the chapters, allowing approximately two to three pages for each chapter. Make an effort to include **both descriptive and reflective dimensions** (that is, to

move beyond mere description of events and consider their significance or meaning. Often this reflection comes naturally in the last chapter).

An outline identifying the five chapters and the autobiography title should be presented to the instructor on the last day of class and prior to writing.

To help guide you, this is a sample (example only) of one student's Autobiography and Chapter titles:

- Autobiography: Through My Goggles
- Chapter 1: The Shaping of a Mind Chapter 2: Fitting In
- Chapter 3: Critical Exploration of The Turning Point
- Chapter 4: Resolution
- Chapter 5: Where to Now? Participation Score

Students are asked to evaluate their preparedness and engagement at the end of the course. Please complete engagement evaluation and upload to class website.

Grading:

This is a letter-graded course: A (90-100 points), B (80-89 points), C (70-79) points, D (60-69 points), or F (59 points or less). Grades for the course will be based on a student's combined score on the following:

Assignment	Due Date	Percent of Grade
Work Behavior Analysis	10.22.19	25%
Personal Change Analysis	10.22.19	25%
Auto-Biography	10.27.19	30%
Engagement	10.27.19	20%

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

Eugenia Fuenzalida, M.S., Ph.D.

Education

- Ph.D. in Psychology, December 2000, OU
- M.S. in Psychology, May 1997, OU
- B.A. in Psychology, May 1994, OU

Current Positions

- Director, Behavioral Neuroscience and Performance Center, OU, Norman, 2019-present
- Associate Professor with Tenure, Department of Psychology, OU, Norman, 2007-present
- Faculty, Cellular & Behavioral Neurobiology, OU Norman, 2016-present
- Fellow, Center for Intelligence and National Security, OUHSC, 2016-present
- Associate Director, Cognitive Science Research Center, OU, Norman, 2015-2019
- Advanced Programs professor, 2010-present
- Chairperson, Citizen's Advisory Council, Norman Public Schools

Frequently Taught Advanced Programs Courses

- Foundations (HR)
- Personality Styles (CLS)
- Personality and Personality Disorders (HR)
- Staffing, Selection, and Compensation (ODYN)

Major Areas of Teaching and Research Interest

- Personality and Individual Differences
- Adaptation & Resilience
- Biologically-based traits
 - Extraversion
 - Neuroticism/Anxiety/Stress
- Human Factors
- Workload History & Transitions

Representative Publications and Presentations

- Vincent, A., Roebuck-Spencer, T., Fuenzalida, L. E., & Gilliland, K. (2017). Test-retest reliability and practice effects for the ANAM General Neuropsychology Screening battery. *The Clinical Neuropsychologist*.
- Vincent, A., Roebuck-Spencer, T., Fuenzalida, L. E., Block, C., Scott, J., Kane, R. (2017). Validation of ANAM for cognitive screening in a mixed clinical sample. *Applied Neuropsychology: Adult*.
- Vincent, A. S., Bailey, C.M., Cowan, C., Cox-Fuenzalida, L.E., Dyche, J., Gorgens, K., Krawczyk, D., Young, L. (2016). Normative Data for Evaluating Mild Traumatic Brain Injury with a Handheld Neurocognitive Assessment Tool. *Applied Neuropsychology: Adult*.
- Freeman, E. K., Cox-Fuenzalida, L. E., & Stoltenberg, I. (2011). Extraversion and arousal/procrastination: Waiting for the kicks. *Current Psychology*, 30(4), 355-374.
- Gries, P. H., Prewitt-Freilino, J. L., Cox-Fuenzalida, L. E., & Zhang, Q. (2009). Contentious histories and the perception of threat: China, the United States, and the Korean War—An experimental analysis. *Journal of East Asian Studies*, 9, 433-465.
- Hauck, E., Anderson Snyder, L., & Cox-Fuenzalida, L. E. (2008). Workload variability and social support: Effects on stress and performance. *Current Psychology*, 27(2), 112-125.
- Cox-Fuenzalida, L. E. (2007). Effect of workload history on task performance. *Human Factors* 49 (2), 277- 292.

- Cox-Fuenzalida, L. E., Angie, A., Holloway, S., & Sohl, L. (2006). Extraversion and task performance: A fresh look through the workload history lens. *Journal of Research in Personality*, 40, 432-439.
- Cox-Fuenzalida, L. E., Beeler, C., & Sohl, L. (2006). Effects of workload history on performance: A direct comparison between increases and decreases in workload. *Current Psychology*, 25(1), 8-14.
- Schell, K.L. & Cox-Fuenzalida, L.E. (2006). Applying Resource Management Training to pharmacy practice. In K.L. Schell (Ed.), *Enhancing performance and patient safety series*, Module 9. Published electronically at <http://www.pharmsafety.org/>.
- Swickert, R. J., & Cox-Fuenzalida, L. E., & Gilliland, K. (2006). Brainstem auditory evoked responses in introverts and extraverts: A cross validation. *Individual Differences Research*, 4(14), 292-298.
- Schell, K. L. & Cox-Fuenzalida, L. E. (2005). Neuroticism and quality control in health services: A laboratory simulation. *Current Psychology* 24 (4), 231-241.
- Cox-Fuenzalida, L. E., & Angie, A. (2005). Effects of workload history on dual task performance. *Current Psychology* 24 (3),171-179.
- Schell, K. L., & Cox-Fuenzalida, L. E. (2005). The role of human factors in pharmacy errors. In
- A.F. Grasha, M., O'Neill, D. Brushwood, and K.L. Schell (Eds.), *Enhancing performance and patient safety series*, Module 7. Published electronically at <http://www.pharmsafety.org/>.
- Cox-Fuenzalida, L. E., Swickert, R. J., & Hittner, J. B. (2004). Effect of neuroticism and workload history on performance. *Personality and Individual Differences*, 36, 447-456.
- Swickert, R. J., Hittner, J. B., Kitos, N., & Cox-Fuenzalida, L. E.(2003). Direct or indirect, that is the question:A Re-evaluation of extraversion's influence on self-esteem. *Personality and Individual Differences*, 36, 207-217.
- Cox-Fuenzalida, L. E., Gilliland, K., & Swickert, R. J. (2001). Congruency of relationship between extraversion and the brainstem auditory evoked response based on the EPI and EPQ. *Journal of Research in Personality*, 35, 117-126.

Major Professional Affiliations

- Phi Beta Kappa
- American Psychological Association
- American Psychological Society
- Society for Industrial Organizational Psychology
- Society for Personality and Social Psychology
- Human Factors Society