

## **HR 5023-101: Research in Human Relations**

### **Course Description:**

This course provides an introduction to the concepts of research design, methodology, sampling techniques, measurement, internal and external validity and the scientific method in problem solving. This course will also offer a critical analysis of research studies. The quantitative portion of the class will focus on descriptive calculations and the use and interpretation of inferential statistics.

### **Class Dates, Location and Hours:**

Dates: December 1-3 & 8-10, 2017  
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.  
Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.  
Last day to enroll or drop without penalty: November 2, 2017

### **Site Director:**

Email: [apnorman@ou.edu](mailto:apnorman@ou.edu). Phone: 405-325-3333.

### **Professor Contact Information:**

Course Professor: Jody Worley, Ph. D.  
Mailing Address: University of Oklahoma  
4502 E. 41<sup>st</sup> Street, 1J24  
Tulsa, OK, 74035  
Telephone Number: (918) 660-3486  
E-mail Address: [jworley@ou.edu](mailto:jworley@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, 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@fhcg.follett.com](mailto:0831mgr@fhcg.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 4 p.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.

Gay, L.R., Airasian, P.W., & Mills, G. (2015). *Educational research: Competencies for analysis and applications* (11<sup>th</sup> ed.) Upper Saddle River, NJ: Prentice Hall. ISBN 9780134041032.

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:

- To prepare human relations professionals to be both a consumer and producer of applied research to the human condition.
- To prepare human relations professional to understand the theoretical issues of inquiry.
- To study and demonstrate an understanding of the scientific method.
- To understand issues of validity and reliability.
- To develop a research question with hypotheses.
- To study and demonstrate an understanding of basic descriptive and inferential statistics.

*“No pleasure is comparable to the standing upon the vantage ground of Truth”*. Francis Bacon

## Assignments, Grading and Due Dates:

In the period of time available for research methods, it will be impossible for us to cover all the information in the textbook. Therefore, before the first day of class, you should have read each chapter. However, for the statistics chapters, do not worry if each detail is understood since these readings will form the basis for class lectures and discussions.

Students will critically evaluate empirical published research using a guide provided by the instructor.

1. Final Examination, numerical scoring – last day of class.
2. Oral Presentation of a student critique of published research – numerical scoring – last day of class.

Assignment	Due Date	Percent of Grade
Required reading	Prior to first day of class	Required
Participation	Duration of Class	20%
Final examination	Last day of class	40%
Oral presentation	Last day of class	40%

## Grading:

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

This course is graded as follows:

Grade	Percentile
A	$\geq 90\%$
B	$\geq 80\% < 90\%$
C	$\geq 70\% < 80\%$
D	$\geq 60\% < 70\%$
F	$< 60\%$

**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.

## **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](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. 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

Jody Worley, Ph.D.

### Education

2006 Ph.D., Educational Psychology-Research Methods and Evaluation Oklahoma State University, Stillwater, OK

### Current Positions

- Associate Professor, University of Oklahoma, Human Relations Department
- Advanced Programs Professor since 2007

### Frequently Taught Advanced Programs Courses

- HR5023 Research in Human Relations
- HR5323 Organizational Behavior
- HR5053 Diversity and Justice in Organizations
- HR5113 Work/Life Integration

### Representative Publications and Presentations

- Worley, J. A. (Invited/Accepted). Time bind. In Frederick Wherry (Ed.), *Encyclopedia of Economics and Society*. SAGE Publications. Scheduled for publication in 2015.
- Worley, J. A. (In Press). Yuppies, buppies, etc. In Linwood Cousins (Ed.), *Encyclopedia of Human Services and Diversity*. SAGE Publications. Scheduled for publication in October 2014.
- Lloyd-Jones, B. & Worley, J. A. (2014). Intergenerational tensions in the workplace. In Byrd, M. and C. Scott (eds.). *Workforce Diversity: Current and Emerging Issues and Case Studies*, New York: Routledge. <http://www.routledge.com/books/details/9780415859035/>
- Worley, J. A., & Worley, L. E. (2014). Work family conflict, emotional exhaustion, and negative health consequences among non-profit executive directors. Paper accepted for presentation at the Work and Family Researchers Network Conference, June 19-21, 2014, New York, New York.
- Worley, J. A. (2013). Overwork. In Vicki Smith (Ed.), *Sociology of Work: An Encyclopedia*. SAGE Publications. <http://www.sagepub.com/books/Book237017>
- Worley, J. A. (2013). Entry level. In Vicki Smith (Ed.), *Sociology of Work: An Encyclopedia*. SAGE Publications. <http://www.sagepub.com/books/Book237017>
- Habashi, J. & Worley, J. A. (2013). Children's projected political preference: Transcending local politics. *Children's Geographies*. DOI:10.1080/14733285.2013.812306
- Wheeler, D. L., Vassar, M., Worley, J. A., & Barnes, L. B. (2011). A meta-analysis of coefficient alpha for the Maslach Burnout Inventory. *Educational and Psychological Measurement*, 7, 231-244.
- 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*, 17(1), 49-70.
- Worley, J. A., Fuqua, D. R., & Hellman, C. M. (2009). The survey of perceived organizational support: Which measure should we use? *SA Journal of Industrial Psychology*, 35(1), 1-5.
- Habashi, J. & Worley, J. A. (2009). Child geopolitical agency: A mixed method case study. *Journal of Mixed Methods Research*, 3, 42-64.
- Vassar, M., Wheeler, D. L., & Worley, J. A. (2009). Score reliability in personality research. In L. B. Palfroft and M. V. Lopez (Eds.), *Personality assessment: New research*. New York: Nova Science Publishers. ISBN: 978-1-60692-796-0
- Ward, L. E., Worley, J. A., & Hellman, C. M. (2009). A diversity-focused approach to work-family conflict and burnout among Hispanic-American male workers. *Shiftwork International Newsletter*, 25(2), 164.
- Worley, J. A., Vassar, M., Wheeler, D. L., & Barnes, L. L. (2008). The factor structure of the Maslach Burnout Inventory: A review of 44 exploratory and confirmatory factor analytic studies. *Educational and Psychological Measurement*, 68, 797-823.

- Worley, J. A. (2008). Tulsa County Child Protection Coalition: System evaluation. Center for Applied Research in Non-Profit Organizations, Technical Report No: ARC-001-03-09.
- Worley, J. A., Walker, M., & Villalobos, L. (2008). Team effectiveness: A job demands and resources model. Center for Applied Research in Non-Profit Organizations, Technical Report No: ARC-55.
- Hellman, C. M., Trevino, E. M., & Worley, J. A. (2008). The belief in a just world: An examination of reliability estimates across three measures. *Journal of Personality Assessment*, 90, 399-401.
- Worley, J. A., & Vassar, M. (2007). Understanding sustained volunteer behavior: Values, prestige and perceived support. Center for Applied Research in Non-Profit Organizations, Technical Report No: ARC-040.
- Hellman, C. M., Fuqua, D. R., & Worley, J. A. (2006). Perceived organizational support: A reliability generalization study. *Educational and Psychological Measurement*, 65(4), 1-12.
- Worley, J. A. (2003) Developmental reading instruction, academic attainment and performance among underprepared college students. *Journal of Applied Research in Community Colleges*, 10, 2, 127-136.
- Thompson, R. C., Bailey, L. L., Joseph, K. M., Worley, J. A., and Williams, C. (2000) Organizational change: An assessment of trust and cynicism. (DOT/FAA/AM-00/) Washington, DC: Federal Aviation Administration, Office of Aviation Medicine.
- Worley, J. A., Bailey, L. L., Thompson, R.C., Joseph, K.M., and Williams, C. (1999) Organizational communication and trust in the context of technology change. (DOT/FAA/AM-99/25) Washington, DC: Federal Aviation Administration, Office of Aviation Medicine.
- Thompson, R. C., Bailey, L. L., Joseph, K. M., Worley, J. A., and Williams, C. (1999) Organizational change: Effects of fairness perceptions on organizational cynicism. (DOT/FAA/AM-99/27) Washington, DC: Federal Aviation Administration, Office of Aviation Medicine.
- Joseph, K. M., Thompson, R. C., Bailey, L. L., Worley, J. A., Williams, C., and Schroeder, D. (1999) The influence of ergonomic interventions on employee stress and physical symptoms (DOT/FAA/AM-99/17) Washington, DC: Federal Aviation Administration, Office of Aviation Medicine.
- Joseph, K. M., Thompson, R. C., Bailey, L. L., Worley, J. A., and Williams, C. (1998) Measuring employee expectations associated with technological change. Proceedings of the Silicon Valley Ergonomics Conference and Exposition, ERGOCON '98. Palo Alto, CA. Technical Reports.

### **Representative Honors and Awards Received**

- 2013 Principal Investigator, “Community indicators for child vulnerability to abuse and neglect: Development of a model for tracking crisis indicators and utilization of system services.” Funding received through the Tulsa County Coalition for Child Protection (\$11,227).
- 2010-11 Principal Investigator, “Juvenile Offender Re-entry Project” with Tulsa Youth Services, and the Oklahoma Office of Juvenile Affairs. Funding received through the US Department of Justice (\$99,835).
- 2008-09 Co-Principal Investigator on “Child Care Portfolio Project” with the State of Oklahoma, Department of Human Services (\$20,000).
- 2007-08 Co-Principal Investigator to evaluate the Positive Behavior Support (PBS) programs with Tulsa Public Schools (\$31,728).
- 2007-08 Co-Principal Investigator contracted to evaluate the Youth Philanthropy Initiative (YPI) with by Schusterman Family Foundation (\$9,995).
- 2006-07 Tulsa Mayor’s Citizen Corps Contract Award to investigate volunteer engagement (\$4,900).
- 2003 Stipend in the amount of \$3,896 to research the impact of Faculty Innovation Grant awards (\$33,709) on teaching and learning at Tulsa Community College, Tulsa, OK.
- 1998 Office of Aviation Medicine - Outstanding Team award from the Federal Air Surgeon for research conducted at the Civil Aviation Registry in Oklahoma City, OK.