

HR 5093-102: Introduction to Graduate Studies in Human Relations

Course Description:

This course provides 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.

Class Dates, Location and Hours:

Dates: September 22 – 24 & 29 – October 1, 2017

Location: 3281 Sheridan Road, Fort Sill, Oklahoma.

Hours: Friday 5:30-9:00 p.m., Saturday 9:00 a.m.-5:00 p.m.; Sunday 12:00-4:00 p.m.

Last day to enroll or drop without penalty: August 24, 2017

Site Director:

Email: apftsill@ou.edu. Phone: 580-355-1974.

Professor Contact Information:

Course Professor: C. Eugene Walker, Ph.D.

Mailing Address: 1133 Bank Side Circle
Edmond, OK 73003

Telephone Number: 405-341-7399

Fax Number: 405-341-7399 (Call first)

E-mail Address: genewalker@iname.com

MHR Website: <http://ou.edu/cas/hr>

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@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 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.

1. Dalton, M., Hoyle, D. G., & Watts, M. W. (2010). *Human relations* (4th ed.). Mason, OH: Cengage South-Western. ISBN 9780538731089.
2. Gantt, E.E. & Slife, B. (2014). *Taking sides: Clashing views on psychological issues* (19th ed.). New York, NY: McGraw-Hill. ISBN 9781259185342 or ISBN 9781259431616.

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 understand major theoretical approaches to human relations
- To define human relations as an art, science, and a multidisciplinary field
- To identify issues that impede or facilitate positive human relations
- To develop communication competence, an understanding of graduate education standards, and the tools needed for graduate study
- To be familiar with the historical foundations of human relations
- To develop a clear understanding of diversity as a foundation of social justice
- To understand the concept of a service orientation to the human relations profession
- To apply the knowledge and skills gained in the program to possible career opportunities in human relations

Assignments, Grading and Due Dates:

Lead Class Discussion

Read the articles/chapters in the two textbooks as noted below and prepare a question that you could use to lead the class in discussing each chapter in the Dalton book and each issue in the Gantt book. You should have a total of 28 discussion questions (14 over chapters and 14 over issues). Note: There are sample questions prepared by the authors for each chapter and issue. You may read those for ideas, but your question should be your own creation in your own words. I will call on students at random during class to lead the discussion. You will turn copies of all of your questions in at the end of the class. You may earn 100 points in this manner. Failure to lead class discussion when called upon will reduce your grade by 25 points each time it occurs. Failure to turn in 28 discussion questions at the end of the course will reduce your grade by 5 points for each omission.

Reading assignments from Dalton, Hoyle and Watts text:

- Chapters 1, 2, 3, and 4.
- Chapters 5, 6, 7, 8, and 9.
- Chapters 11, 14, and 15.
- Chapters 16 and 18.

Reading assignments from Gantt & Slife text:

- Issues 1.1 and 1.2
- Issue 2.3
- Issues 3.1 and 3.2
- Issues 4.1 and 4.2
- Issues 5.1, 5.2, and 5.3
- Issues 6.1 and 6.2
- Issues 7.1 and 7.2

Oral Presentation

You may give an oral presentation (10-20 minutes) to the class on one of the following topics. You must obtain approval from the professor for your presentation. This is to prevent too many presentations on the same topic. Contact the professor for approval before the class begins via email (genewalker@iname.com) or in person during class sessions. Students are encouraged to be prepared to make oral presentations starting with the second class session so that there will not be an excessive number of presentations on the last day. An outline of your presentation is due at the end of the course. Presentations are graded as pass/fail. You may earn 100 points for an acceptable presentation.

- a) Comparative Education: Interview a person who has gone to school in a country other than the

United States. Ask and report their answers to questions such as when do they start school, how many years are required, what is covered in the curriculum, what are the methods of instruction, do boys and girls go to school together, at the university level how does one get admitted, how is it paid for, do males and females have equal opportunity, what are the instruction methods, etc.

- b) Graduate Study Advice: Interview one or more advanced students in OU Advanced Programs and ask them what they think are valuable tips to be successful in the program.
- c) What is an Educated Person? Interview 5 people and ask them what they think would characterize an educated person. Summarize the results, add your own ideas and report to the class.
- d) Learning Styles Pro and Con: Some people think there are very different learning styles that people use as they acquire knowledge. Others think scientific validation of this idea is lacking. Using the OU library databases and an Internet search, prepare a talk on this topic. If you need help accessing the databases, contact the professor or the library help staff. Hint: To get started, go to www.ou.edu, click on the libraries link and select LORA, put Psycinfo in the search box.
- e) The Best Teacher I Ever Had: Give a talk on the best teacher you ever had at any level and discuss the characteristics that made that person an outstanding teacher. How did that person influence your life?
- f) Study Methods: There are a number of methods that have been proposed to enhance learning. Using the OU library databases and an Internet search (see #4 above), prepare a talk on effective study methods. What works best for you?
- g) History of university education in the United States. What were the earliest universities in the United States and how did the system evolve to its present status?
- h) The ideal professor. There is a considerable literature on what students consider to be ideal in a professor. Go to the library web site and search LORA (see #4 above) for some articles on this topic. Give a summary of the research in the area.
- i) Current trends in enrollment in American universities. There have been important changes in American universities in terms of the proportion of high school graduates who go on to university, the ratio of males to females enrolled, most popular majors, etc. You may give a presentation on these and any other trends that interest you.
- j) Education of women. In times past (even today in many countries), educational opportunities for women were much more limited than for men. You may present historical data on this or compare data on the current situation in the United States as opposed to other countries.
- k) Are average SAT and ACT scores increasing or decreasing in the United States? What does this suggest about our students and our educational system? What are some of the reasons the scores might be changing?
- l) Standardized tests. What are the strengths and weaknesses of using standardized tests to assess student achievement? Are the tests reliable and valid?

Note: If you need assistance locating suitable sources for preparing your presentation on any of the topics above, contact the professor for assistance.

Class Attendance

There are eight class sessions (2 evening sessions, 2 morning sessions and 4 afternoon sessions). You will receive 100 points for perfect attendance. Unapproved absences will reduce your credit for attendance by 25 points. If you miss class for an approved reason (illness, serious family crisis, unavoidable military duty, observance of a religious holiday), you may earn the class attendance points by completing a makeup assignment.

Book Review

You may earn 100 points for an acceptable book review (see outline below) on one of the following books. You must select a book that you have not previously read. Most are in print and readily available from bookstores. Others are out of print but may be obtained from libraries or used bookstores—try www.Bookfinder.com or the used book section of www.Amazon.com. If you encounter problems obtaining the books listed, contact the professor for directions on how to obtain a book by immediate download from the Internet.

- Adler, M. (1985). *Ten philosophical mistakes*. New York: Macmillan Publishing Company. A non-technical discussion of errors in thinking that make it difficult for us to understand important philosophical issues having to do with human existence.
- Allitt, P. (2005). *I'm the teacher, you're the student*. Philadelphia: University of Pennsylvania Press. Allitt, a professor of American history at Emory University who was born and educated in Britain, discusses his thoughts about relating to students in American universities. Humorous and insightful.
- Almeder, R. (2000). *Human happiness and morality*. Amherst, NY: Prometheus Books. Excellent non-technical summary of major philosophical approaches to ethics, morality and happiness. Thought provoking and richly rewarding.
- Bell, I., McGrane, B. & Gunderson, J. (2005). *An emotional survival manual for students, (3rd Ed.)*. Thousand Oaks, CA: Pine Forge Press. Useful tips for successful adjustment to and success in graduate school.
- Bok, D. (2006). *Our underachieving colleges: A candid look at how much students learn and why they should be learning more*. Princeton, NJ: Princeton University Press. Bok, former president of Harvard University, analyzes areas in which American universities are failing and suggests ways to improve.
- Coles, R. (2001). *Lives of moral leadership: Men and women who have made a difference*. New York: Random House Publishing. Pulitzer Prize-winning, author Robert Coles explains moral leadership--what it is, and how it is achieved--through stories of people who have inspired him: Robert Kennedy, Dorothy Day, Dietrich Bonhoeffer, Erik Erikson, a Boston bus driver, teachers in college, medical school, and elementary school, among others.
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper Collins. Discusses his extensive research on experiences of total absorption in an activity that lead to exhilaration and genuine happiness.
- Flesch, R. (1951). *The art of clear thinking*, New York: Barnes & Noble. Classic discussion of logical errors often made and how to avoid them.
- Gardner, H. (2006). *Multiple intelligences: New horizons*. New York: Basic Books. Discussion of the concept that there are several different types of intelligence along with the implications of this for personal development and academic success.
- Garrod, A. & Kilkenny, R. (1997). *First person, first peoples: Native American college graduates tell their life stories*. Ithaca, New York: Cornell Press. Native American students, all graduates of Dartmouth University, describe their experiences in college.
- Garrod, A., Kilkenny, R. (2007). *Balancing two worlds: Asian American college students tell their life stories*. Ithaca, New York: Cornell Press. Young Americans of Chinese, Japanese, Korean, Vietnamese, Burmese, and South Asian descent describe their experiences in college.
- Garrod, A., Kilkenny, R. & Gomez, C. (2007). *Mi voz, mi vida: Latino college students tell their life stories*. Ithaca, New York: Cornell Press. Young men and women of Mexican, Puerto Rican, Cuban, Dominican, Central American, and South American descent describe their experiences in college.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books. Discussion of the concept that certain personality characteristics may be more important to success in life than the traditional IQ score.
- Nathan, R. (2005). *My Freshman Year: What a professor learned by becoming a student*. Ithaca, NY: Cornell University Press. Professor of anthropology disguises herself as an undergraduate student to observe and describe the culture of a university through the eyes of a student. Very interesting and insightful.
- Prochaska, J. Norcross, J. & Diclemente, C. (1988) *Changing for good: A revolutionary six step program for overcoming bad habits and moving your life positively forward..* New York: Avon Books. Discusses strategies for successfully changing behavior. Not the typical simplistic self-help book. Based on extensive research having to do with stages of change and decision making.
- Seligman, M. (2002). *Authentic Happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press. Based on extensive research in positive

psychology. Seligman explains how to identify and develop personal strengths that will lead to a more gratifying and happy life.

Book Review Outline:

Write a 3-5 page review following the outline below (use each of the five points as a subheading in your review):

- Complete information on the book: Title, Author, Publisher, Date, Number of pages, Cost, etc.
- Background and qualifications of the author.
- Author’s purpose in writing the book.
- Brief summary of contents.
- Your critique and personal reaction to the contents of the book.

Statement on Respect:

During all class discussions we will respect one another. One does not have to agree with everything a fellow student says to show respect for their right to have their own ideas or opinions. Lively discussion and interaction are encouraged, but disrespectful dialogue such as personal attacks, insults, harassment and so forth will not be permitted.

Grading:

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

- A = 360-400 points
- B = 320-359 points
- C = 280-319 points
- D = 240-279 points
- F = 178 or fewer points

Assignment	Due Date	Points
Lead Class Discussion	When called upon	100
Oral Presentation	As scheduled in class	100
Class Attendance	All class sessions	100
Book Review	Postmarked no later than midnight, Oklahoma time, 21 days after last day of course, October 22, 2017.	100

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

C. Eugene Walker, Ph.D.

Education

- 1960 BS, Psychology (summa cum laude with special honors in Psychology), Geneva College.
- 1963 MS, (Major) Clinical Psychology (Minors) Experimental Psychology & Sociology, Purdue University.
- 1965 Ph.D., (Major) Clinical Psychology (Minors) Experimental Psychology & Sociology, Purdue University.

Current Positions

- Advanced Programs professor since 1996
- President Psychological Consultants, Inc.
- Professor Emeritus University of Oklahoma Medical School

Previous Positions

- 1964- 1968 Assistant Professor of Psychology and Chairman of the Division of Psychology, Education, and Athletics, Westmont College, Santa Barbara, California.
- 1968-1974 Associate Professor of Psychology, Baylor University, Waco, Texas.
- 1974-1995 Professor and Director of Pediatric Psychology Training, University of Oklahoma Medical School and Co-Chief of Mental Health Services, Oklahoma Children's Hospital, Oklahoma City.

Frequently Taught Advanced Programs Courses

- HR 5093 Introduction to Graduate Study in Human relations
- HR 5013 Current Problems in Human Relations
- HR 5113 Stress Management

Representative Publications and Presentations

- Matthews, J.R. & Walker, C.E. (2006). *Your Practicum in Psychology*. Washington, DC: American Psychological Association.
- Walker, C.E. (Ed.). (1993). *The History of Clinical Psychology in Autobiography (Vols. 1 and 2)*. Pacific Grove, CA: Brooks/Cole.
- Walker, C.E. & Roberts, M.C. (Eds.). (2001). *Handbook of Clinical Child Psychology*, 3rd ed. New York: John Wiley & Sons.
- Walker, C.E. (2001). *Learn to Relax*, 3rd Ed. New York: John Wiley & Sons.
- Walker, C.E. & Roberts, M.C. (Eds.). (1989). *Casebook of Child and Pediatric Psychology*. New York: Guilford Press.
- Walker, C.E. Bonner, B.L. & Kaufman, K. (1988). *The Physically and Sexually Abused Child: Evaluation and Treatment*. Elmsford, NY: Pergamon Press, Inc.

Representative Honors and Awards Received

- Rufus G. Hall Outstanding Professor, College of Liberal Studies, 2011
- Kenneth Cook Faculty Achievement Award, OU College of Liberal Studies, 2006
- Oklahoma Psychological Association, Distinguished Psychologist Citation, presented at the Oklahoma Psychological Association Fall Convention, Oklahoma City, OK October 25, 1996.
- Society of Pediatric Psychology Distinguished Service Award, presented at the American Psychological Association Convention, August, 1996.
- Award of Appreciation from Psychology Interns, University of Oklahoma Health Sciences Center, 1995-96.
- Award for Excellence in Sustained Leadership, presented by Psychology Interns 1991-92.
- President, Society of Pediatric Psychology, 1986.

- Gordon H. Deckert , Award for Sustained Excellence in Departmental Educational Endeavors, Department of Psychiatry and Behavioral Sciences, University of Oklahoma Health Sciences Center, 1988.
- Excellence in Classroom Teaching Award, presented by the Biological Psychology Students, Department of Psychiatry and Behavioral Sciences, University of Oklahoma Health Sciences Center, 1984.
- President of Section for Continuing Professional Development, Division of Clinical Psychology, American Psychological Association, 1974.
- President, Central Texas Psychological Association, 1973.

Major Professional Affiliations

- American Psychological Association -(Elected Fellow, 1977)
- Southwestern Psychological Association -(President, 1977)
- Oklahoma Psychological Association -(President, 1983)
- American Association for the Advancement of Science (Life Member)
- Licensed Psychologist, State of California (inactive), State of Texas (inactive), and State of Oklahoma (inactive)