



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5093-226: 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. The format for this class includes lectures, group discussions, and written assignments. Dialogue and communication will be encouraged as a means of sharing knowledge and examining assumptions and beliefs.

Class Dates, Hours, and Zoom Session Information:

Dates: September 29 – October 4, 2020

Times: Tuesday – Friday 6:00-9:30 p.m. & Saturday/Sunday 11:00 a.m. – 4:30 p.m.

Please contact professor if you have questions about Zoom sessions

Last day to enroll or drop without penalty: August 31, 2020

Site Director and Information for VA Benefits:

Location: Mildenhall, England. See Site Director for classroom location.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Email: apmildenhall@ou.edu. Phone: DSN 238-4172; CIV 44-1638-54-4172.

Professor Contact Information:

Course Professor: Anthony P. Natale, MSW, PhD

Mailing Address: Anne and Henry Zarrow Hall, 312

Telephone Number: (405) 325-1408

Email Address: anatale@ou.edu

Professor availability: The professor will be available via email 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 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:

- Know the major theoretical approaches to human relations
- Appreciate human relations as an art, sciences, and a multidisciplinary field
- 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:

Date	Topics Covered	Assigned Readings Be prepared to discuss material on these dates.
Session 1 9/29/20	<ul style="list-style-type: none"> • Intro to Human Relations • Personal and Organizational Communication 	Reece- Chapters 1, 2 Bridges- Entire Text
Session 2 9/30/20	<ul style="list-style-type: none"> • Understanding your communication style • Building High Self-Esteem • Personal Values and Ethical Choices 	Reece- Chapters 3, 4, 5
Session 3 10/1/20	<ul style="list-style-type: none"> • Attitudes • Motivation • Interpersonal Relations and Self-disclosure 	Reece- Chapters 6, 7, 8
Session 4 10/2/20	<ul style="list-style-type: none"> • Emotional Balance • Building Relationships 	Reece- Chapters 9, 10, 11
Session 5 10/3/20	<ul style="list-style-type: none"> • Team Building • Conflict Resolution • Managing Stress 	Reece- Chapters 13, 14, 15
Session 6 10/4/20	<ul style="list-style-type: none"> • Workplace Diversity • Changing Roles • Developing a life plan 	Reece, Chapters 16,17

Assignments, Grading and Due Dates:

All course assignments are submitted electronically to the course website.

1. 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:

1. Briefly define each of the dimensions identified in the schema and described in the Chapter
2. 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
3. Conclude by noting where the strengths and weaknesses lie with regard to the ‘forces’ in your organization.

2. 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?

4. 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: The Turning Point
Chapter 4: Resolution
Chapter 5: Where to Now?

5. Participation Score

Students are asked to evaluate their participation at the end of the course relative to preparedness, engagement and professional conduct during the course. Please complete participation evaluation and upload to class website.

Grading:

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

Written assignments and class participation. The course is evaluated formally using the University of Oklahoma student evaluation of courses format.

Breakdown of Class Grading

100-91 = A, 90-81 = B, 80-71 = C, 70 = D, 69 and Below = F

Assignment	Due Date	Percent of Grade
1. Work Behavior Analysis	9/22/20	25%
2. Personal Change Analysis	9/22/20	25%
3. Auto-Biography	10/4/20	40%
4. Participation	10/5/20	10%

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

Anthony P. Natale, MSW, PhD

Education

- Bachelor of Social Science, Washington State University
- Master of Social Work, Portland State University
- Doctor of Philosophy, Social Work, University of Denver

Current Positions

- Associate Professor - Anne and Henry School of Social Work 2005-present
- Advanced Programs Professor 2007-present

Frequently Taught Advanced Programs Courses ^[SEP]

- SWK 5313 Social Welfare Policy ^[SEP]
- HR 5113- Cultural Diversity in Human Relations
- HR 5013- Introduction to Graduate Studies in Human Relations

Major Areas of Teaching and Research Interest

- Administration and Community Practice
- Social Policy
- Lifespan Development
- HIV/AIDS
- Human Diversity and Oppression

Representative Publications and Presentations

- McLeod, D.A., Havig, K., Natale, A.P., & Pharris, A.B. (2020). *Intimate partner violence: Innovations in theory inform clinical practice, policy, and research*. Social Sciences.
- Havig, K. Pharris, A.B., McLeod, D.A., Natale, A.P., and Miller-Cribbs, J.E. (2020). Assessing new child welfare worker competency through social simulation with standardized client: Rubric development and pilot testing. *Journal of Public Child Welfare*.
- Pharris, A., & Natale, A.P. (2019). U.S. Political Culture in the Policy Classroom: Social work teaching methods and activity. *Social Work Education, The International Journal*, DOI: [10.1080/02615479.2019.1691986](https://doi.org/10.1080/02615479.2019.1691986)
- Messinger, L., Natale, A.P., Dentato, M.P., Craig, S.L. (2019). Conflict in field: LGBTQ social work students' stories of identity management, discrimination, and practice. *Journal of Social Work Education*. DOI:[10.1080/10437797.2019.1661912](https://doi.org/10.1080/10437797.2019.1661912)
- Knochel, A.K., Saltzburg, S., Rassi, S. & Natale, A. P. (2017). Transgender in the Academy: A case of multi-level innovations for Social Work Education. *International Journal of Innovations in Education (4) 1, 1-15*.
- Natale, A, Scheyett, A., Biswas, B. & Urada, L. (2015). HIV/AIDS: a case study for social work and other allied health educators. *International Journal of Teaching and Case Studies (6) 3, 199-211*.
- McLeod, D. A., Natale, A. P., & Johnson, Z. R. (2015). Comparing Theoretical Perspectives on Female Sexual Offending Behaviors: Applying a Trauma-Informed Lens. *Journal of Human Behavior in the Social Environment, 25(8), 934-947*.

Representative Honors and Awards Received

- 2005 Faculty Member of the Year; University of Denver
- 2016 Social Work Hall of Fame for Excellence in Instruction; Anne and Henry School of Social Work, University of Oklahoma

- 2017 Undergraduate Faculty Member of the Year; Anne and Henry School of Social Work, University of Oklahoma
- 2010, 2011, 2018, 2020 Graduate Faculty Member of the Year; Anne and Henry School of Social Work, University of Oklahoma
- 2019 University of Oklahoma Regents Award for Superior Teaching