



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5003-493: 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 in how these theories can be applied by the human relations professional. A wide range of theories are studied relating to personality, social and organizational issues. Personality theory and conceptual approaches in psychotherapy are featured, as well as studies applications of organizational theory in the world of work.

Course Dates:

September 1 – December 31, 2020

Last day to enroll or drop without penalty: August 3, 2020

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

Professor Contact Information:

Course Professor:	Susan Marcus-Mendoza, Ph.D.
Mailing Address:	University of Oklahoma 322 Cate Center Drive, Room 476 Norman, OK 73019
Telephone Number:	405-325-2258
Email Address:	smmendoza@ou.edu
Virtual Office Hours:	Contact 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.

Instructional Materials:

Materials posted on the OU Canvas learning management system: Access Canvas at <https://oklahoma.instructure.com/>, enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

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

Course Objectives:

The objectives of this course are to:

- understand the fundamental principles of various theoretical orientations that form the foundation of human relations practice;
- learn specific practices and techniques associated with theoretical orientations, in order to enhance intervention strategies, whether in organizations, a counseling environment or other settings;
- develop the student's own preferred theoretical orientation and to increase understanding on how one's theoretical orientation may affect behavior, perspectives, biases, and value systems when interacting with other people or in a group situation;
- develop further self-awareness about identity related to race, ethnicity, gender, and sexual orientation, and recognize their salience in human relations practice; and
- develop critical thinking in relation to theories, especially regarding the role of theory in guiding ethical behavior in the practice of human relations.

Assignments, Grading, and Due Dates:

The content for this course is delivered electronically using the Canvas course management system. Unless otherwise noted, all references to documents, instructions, articles, examples, or exercises will be found on Canvas. All students are expected to have completed an online orientation as a prerequisite to taking this course by the end of the first week of this course.

The following summarizes the assignments with due dates. All deadlines are 11:59 p.m., unless otherwise noted. Detailed instructional guidelines and other resources as appropriate will be provided via Canvas accessible at: canvas.ou.edu.

Papers

This course has three papers. Each has a different grade point value. They are summarized below. Details will be provided on the content page of Canvas. Due dates subject to change. Please submit all papers to the appropriate drop box on Canvas.

Leadership Paper:

In this paper, you will compare an alternate model than the one described in the text. You will read about the model as part of one of the lessons. You will think about your current workplace or a former workplace which fit the model, describe the workplace and why it fits the model. For this paper, 30 points will be awarded for grammar, structure, APA format, and meeting minimum word count, and 70 points will be allotted for the content of the reflection. Further details will be given on the Canvas site. **Due 5th week of class**, 1000 words.

Area of Interest Paper:

Write a paper on one of the following topics. Specifics and a grading rubric will be provided on the Canvas site. For this paper, 40 points will be awarded for grammar, structure, APA format, and meeting minimum word count, and 100 points will be allotted for the content of the reflection. **Due 14th week of class**, 1200-1500 words.

1. Choose a biography or autobiography of a person doing work in an HR-related field. It can be in your career field or any other appropriate field. Write a research paper analyzing their work using the various organizational concepts we are studying such as leadership, teamwork, organizational change, or organizational behavior.
2. Read a book about one of the areas that we have studied that gives different perspective on the subject. For instance, you could read a book about women's styles of leadership, or counseling

from a different perspective than the ones we have studied. Write a paper that briefly summarizes the theory, compare/contrast with some of the theories we have studied, and tell how it can be applied.

3. Read a book that applies a certain counseling theory to a particular disorder or population. Write a paper about the utility of the therapy with this disorder.
4. Read a biography or autobiography about a theorist we have studied. Discuss how life experiences shaped their theory.
5. Read a primary source by one of the theorist we have studied. Explain the theory in more depth and described how it advanced theory or created an alternative view as a reaction to another paradigm.
6. Choose a challenge in the workplace such as work-life balance, globalization, or stress management. Explain the issues and challenges. Identify approaches that seem to be effective and ineffective in dealing with this issue. Highlight at least one company you think is doing a good job helping their employees manage this issue.

Counseling Paper:

In the first part of this course, you will study many different counseling theories. You will also learn that many therapists are eclectic, using parts of several theories as they work with clients. However, eclecticism can be dangerous if it is just an excuse for being a jack of all trades and master of none. Build your own model of counseling, explaining your choices. Select at least three theories to include in your model. The model should include a basic philosophy, discussion of how you view the therapeutic relationship, how you would define therapeutic goals, and which techniques you would use and why. Discuss the limitations of your model in multicultural counseling. All theories you choose should contribute to some part of the discussion but need not be part of each section. For instance, you might use one theory as the basis of defining therapeutic relationships and two other theories for choosing goals and techniques. Specifics and a grading rubric will be provided on the Canvas site, as well as a sample outline for the paper. For this paper, 30 points will be awarded for grammar, structure, APA format, and meeting minimum word count, and 70 points will be allotted for the content of the reflection. **Due 15th week of class, 1000 words.**

Discussion Boards

Since the course content is delivered electronically it is important that we stay connected with one another throughout the course. One way of doing that is through a series of discussion. This provides an opportunity to maintain the connections made from the beginning of the course with the personal introductions through each of the online learning exercises and assignments. **This is an integral part of the course.**

Questions and issues will be posted to which each student must respond. These will invariably expand on the readings or related material. All of the information needed to complete these assignments will be found on Canvas. **Deadline will always be 11:59 p.m. on the date due, and there will be one board for every week of class.**

Course Participation

As this is an online course, there is no classroom attendance per se. **Course participation** is used in lieu of classroom attendance. Course participation is counted when students complete the three papers and complete the weekly discussion boards by the posted deadlines.

Grading:

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

Assignment	Points
Counseling paper	100
Area of Interest paper	140
Org paper	100

Assignment	Points
Discussions	225
Total	565

Total points=565. 509-565=A, 452-508=B, 396-451=C, 339-395=D, 338 or less=F

Due Dates, grading rubrics, and more details on assignments will be in the Modules section on the Canvas site.

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:

I do not penalize 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).

Statement about the MHR Program Planner and Human Relations Website

Students should become familiar with the MHR Program Planner that was sent to each student upon admission into the program. The planner has a description of the HR program objectives and requirements, suggestions for graduate study, financial assistance, and graduation information. Of particular interest is the information on the comprehensive exams and the internship. For further information please visit the Department of Human Relations Website at: <http://www.ou.edu/cas/hr>

Discussion Board Expectations:

You are expected to respect your classmates, and respond in a professional manner to conflicting and diverse opinions. Your discussion comments should not include any offensive or profane terms, or refer to groups of people in derogatory, stereotyping language.

Respond with in-depth analysis and justify your opinion.

Your comments should go beyond "I agree/disagree with the [statement]."

You are encouraged to "think outside the box" and come up ideas, personal examples, or opinions if and when appropriate.

Evaluation of your discussion response will be based not upon whether I agree with your opinion or not, but rather on (1) how well you followed directions and (2) to what extent your response reflects in-depth analysis as opposed to superficial reaction.

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

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.

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

Susan Marcus-Mendoza, Ph.D.

Education

- 1983 B.S in Psychology, University of Houston
- 1987 M.S. in Clinical/Community Psychology, Texas A&M
- 1988-89 Pre-doctoral internship in Clinical/Community Psychology, Baylor College of Medicine, Houston, Texas
- 1990 Ph.D. in Clinical/Community Psychology, Texas A&M
- 1991 Post-Doctoral Internship, University of Oklahoma

Current Positions

- Professor of Human Relations
- Professor of Women's and Gender Studies
- Licensed Psychologist in Oklahoma
- Advanced Programs Professor since 1993

Frequently Taught Advanced Programs Courses

- HR 5463 Counseling Skills
- HR 5473 Women and Mental Health
- HR 5003 Theoretical Foundations of Human Relations
- HR 5013 Current Problems in Human Relations
- HR 5453 Ethical Issues in HR Counseling
- HR 5623 Posttraumatic Stress Disorder
- HR 5013 Current Problems in Human Relations

Major Areas of Teaching and Research Interest

- Female inmates
- Prison programming

Representative Publications and Presentations

- Sharp, S., Marcus-Mendoza, S. T., Cameron, K. & Daniels, E. (2016). Across the spectrum of Women and Crime: Theories, Offending, and the Criminal Justice System. Durham, NC: Carolina Academic Press.
- Marcus-Mendoza, S. T. (2016). Total system failure. In S. Sharp, S. Marcus-Mendoza, K. Cameron, & E. Daniels (eds). Across the spectrum of Women and Crime: Theories, Offending, and the Criminal Justice System. Durham, NC: Carolina Academic Press.
- Marcus-Mendoza, S.T. (2016). Incarcerated women in the United States. In C. Marcum & T. Freiburger (Eds.). Women in the Criminal Justice System: Tracing the Journey of Females and Crime. Boca Raton, FL: CRC Press Inc.
- Marcus-Mendoza, S. T. (2014). Special needs of children of incarcerated parents. In L.H. Cousins & J. G. Golson (Eds.), Encyclopedia of Human Services and Diversity. Thousand Oaks, CA: Sage Publications, Inc.
- Marcus, M. T., Taylor, W. C., Walker, T., Carroll, D. D., Cron, S. G., Marcus-Mendoza, S. T., Liehr, P. (2013). Project smart: An interdisciplinary collaboration to design and test a mentored health promotion program for school children. *Journal of Addictions Nursing*, 24 (1), 20-28.
- Marcus-Mendoza, S. T. (2011). Feminist therapy with incarcerated women: Practicing subversion in prison. *Women & Therapy*, 34 (1&2), 77-92.

Major Professional Affiliations

- American Psychological Association