



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5003-496: 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:

May 1 – August 31, 2020

Last day to enroll or drop without penalty: April 2, 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:	Chad V. Johnson, Ph.D.
Mailing Address:	University of Oklahoma, Schusterman Center 4502 E 41 st Street Tulsa, OK 74135
Telephone Number:	918-660-3377
Email Address:	cvjohnson@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://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Organization Theory Text (Free Access): <https://open.lib.umn.edu/organizationalbehavior/>

Recommended Reference:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

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.

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:

All assignments should be written using the 6th edition of the APA Publication Manual (APA, 2010). I have included APA essentials on Canvas, but it is not a substitute for reading and following the publication manual--particularly chapters 1 "Writing for Behavioral and Social Sciences" and 3 "Writing Clearly and Concisely." Discussion board assignments should be clearly and concisely written, but APA-style is not essential (do reference properly, however).

All assignments should be put in the appropriate **Assignment box** on Canvas and NOT emailed to me.

Assignment 1--Leadership Paper: Due May 31st, 2020 at 11:59 PM CST

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. Further details will be given on the Canvas site.

Assignment 2—Area of Interest Paper: Due August 2nd, 2020 at 11:59 PM CST

Write a paper on one of the following topics. Specifics and a grading rubric will be provided on the Canvas site.

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.

Assignment 3—Counseling Paper: Due August 16th, 2020 at 11:59 PM CST

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.

Assignment 4—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, provide resources and citations when necessary. Please demonstrate to me that you have read, studied, and critically thought about the readings and lesson materials (e.g., readings, videos, handouts). You should also respond to any questions posted by the instructor in the Discussion section. Do NOT merely summarize what you read, but share your *reactions*: thoughts, ideas, emotions, and critical analysis. Finally, pose any questions about the material you may have for the instructor and/or your peers.
- 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.
- Students should read ALL discussion posts by your classmates and instructor (completed by the deadlines).
- 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.

Initial Discussion Post
Peer Response Discussion Posts

Due Date: Wednesday (11:55 PM) Each week
Due Date: Friday (11:55 PM) Each week

Grading:

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

Assignment	Points
Leadership paper	100
Area of Interest paper	140
Counseling Theory paper	100
Discussions	225

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:

No late work will be accepted. Exceptions will be made only for documented Provost-approved University-sponsored activities or legally required activities such as emergency military service, jury duty, or documented serious illness or emergency and then only after discussion with me. Contact me by telephone or email if an emergency situation occurs.

If a student has not completed at least half of the required assignments, a final grade of AW (Administrative Withdrawal) will be assigned with no grade or credit.

Technical difficulties do not qualify as an emergency unless the problem is severe, prolonged, and on the server end (the problem is with Canvas). In such cases, the due date will be modified, and a new due date specified. Expect technical difficulties on your own end and plan for a secondary location from which to post or an alternative Internet Service Provider.

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>

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 make 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

Chad V. Johnson, Ph.D.

Education

- Ph.D. Pennsylvania State University; Major: Counseling Psychology (APA-accredited);
- M.A. Trinity University; Major: School Psychology (NASP-approved)
- B.A. *Magna Cum Laude*, Texas A&M University; Major: Psychology; Double Minor: Classical Studies and Philosophy

Supplemental Education/Study Abroad:

- Minzu University, Beijing, China -Language and Cultural Studies, Summer 1992
- Lanzhou University, Lanzhou, China - Language and Cultural Studies, Summer 1994

Current Positions

- July 2011 – present Associate Professor, University of Oklahoma, Department of Human Relations, Schusterman Center, Tulsa, OK. Tenured.
- Jan 2009 – present Clinical Assistant Professor, University of Oklahoma-College of Medicine, Department of Psychiatry, Schusterman Center, Tulsa, OK
- Dec 2006 – present Instructor, OU-Extended Campus, University of Oklahoma, OUTREACH, Tulsa, OK
- Dec 2008 – Present Private Practice, Tulsa, OK.

Frequently Taught Advanced Programs Courses

- HR 5463 Counseling Skills in Human Relations
- HR 5623 Post-Traumatic Stress Disorder
- HR 5003 Theoretical Foundations of Human Relations
- HR 5453 Ethical Issues in HR Counseling
- HR 5483 Diagnosis in HR Counseling

Major Areas of Teaching and Research Interest

- Psychology and Religion/Spirituality
- Social Justice and Community Based Participatory Research
- Group Psychotherapy
- Humanistic, Existential, and Transpersonal Studies

Representative Publications and Presentations

Books/ Monographs

- Johnson, C.V., & Friedman, H. (Series Eds.). *The Praeger series on social justice and psychology*. Santa Barbara, CA: Praeger.
- Johnson, C.V., Friedman, H., Diaz, J., Franco, Z., & Nastasi, B. (Eds.) (2014). *The Praeger handbook on social justice and psychology (Volume 1: Fundamental Issues and special populations)*. Santa Barbara, CA: Praeger.
- Johnson, C.V., Friedman, H., Diaz, J., Franco, Z., & Nastasi, B. (Eds.) (2014). *The Praeger handbook on social justice and psychology (Volume 2: Well-being and professional issues)*. Santa Barbara, CA: Praeger.
- Johnson, C.V., Friedman, H., Diaz, J., Franco, Z., & Nastasi, B. (Eds.) (2014). *The Praeger handbook on social justice and psychology (Volume 3: Youth and Disciplines in Psychology)*. Santa Barbara, CA: Praeger.
- Johnson, C.V. (2008). *Psychotherapy with troubled spirits: A study on treatment for religious and spiritual problems*. Saarbrücken, Germany: VDM Publishing House, Ltd.

Refereed Publications

- Arias, B.J., & Johnson, C.V. (2013). Voices of healing and recovery from childhood sexual abuse. *Journal of Child Sexual Abuse, 22*(6).
- Friedman, H., Krippner, S., Riebel, L., & Johnson, C.V. (2010). Transpersonal and other models of spiritual development. *International Journal for Transpersonal Psychology, 29*(1), 79-94.
- 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: The Journal of the National Center, 17*(1), 49-70.
- Hellman, C.M., Johnson, C.V., & Dobson, T. (2010). Taking action to stop violence: A study on readiness to change among male batterers. *Journal of Family Violence, 25*(4), 431-438.
- Johnson, C.V. (2009). Reflections on a silent meditation retreat: A beginner's perspective. *International Journal for Transpersonal Psychology, 28*, 134-138.
- Johnson, C.V. (2009). A process-oriented group model for university students: A semi-structured approach. *International Journal of Group Psychotherapy, 59*, 511-528.
- Johnson, C.V., & Friedman, H. (2008). Enlightened or delusional? Differentiating religious, spiritual, and transpersonal experiences from psychopathology. *Journal of Humanistic Psychology, 48*, 505-527.
- Wade, N.G., Johnson, C.V., & Meyer, J.E. (2008). Understanding concerns about interventions to promote forgiveness: A review of the literature. *Psychotherapy: Theory, Research, Practice, Training, 45*, 88-102.
- Johnson, C.V., Hayes, J.A., & Wade, N.G. (2007). Psychotherapy with troubled spirits: A qualitative investigation. *Psychotherapy Research, 17*, 450-460.
- Johnson, C.V., & Hayes, J.A. (2003). Troubled spirits: Prevalence and predictors of religious and spiritual concerns among university students and counseling center clients. *Journal of Counseling Psychology, 50*, 409-419.

Book Chapters (*=Peer reviewed for acceptance)

- Friedman, H., Krippner, S., Riebel, L., & Johnson, C.V. (2012). Models of spiritual development. In L. Miller's (Ed.) *The Oxford Handbook of the Psychology of Spirituality*. New York: Oxford University Press.
- Johnson, C.V. (2010). Faith in crisis: Awakening to social justice through religious conflict. In Trotter-Mathison, M., Koch, J. M., Sanger, S. & Skovholt, T. M. (Eds.), *Voices From the Field: Defining Moments in Counselor and Therapist Development* (pp. 139-142). New York: Routledge.*
- Krippner, S., Friedman, H., & Johnson, C.V. (2010). Indigenous spirituality and psychological healing. In J.H. Ellens (Ed.), *The Healing Power of Spirituality* (Vol. 1) (pp. 122-143). Westport, CT: Praeger Publishers.
- Johnson, C.V. (2008). Awakening social consciousness. In S.S. Fehr (Ed.), *101 Interventions in Group Therapy* (pp. 375-379). Binghamton, NY: Haworth Press.*

Licensure and Certification

- *Licensed Health Service Psychologist*. State of Oklahoma (Lic. No: 1070)
- *Licensed Psychologist*. State of Iowa (Lic. No: 00996, Inactive)
- *Nationally Certified School Psychologist*. (Cert. No: 31402, 1999-2005, expired)