

HR 5003-221: Theoretical Foundations of Human Relations

Course Description:

This course is designed to introduce students to some of the theoretical positions which are the bases for various types of professional practice in Human Relations. The assumption is that students will typically be interested in this course from at least four major perspectives (which may overlap). First, they are interested in interpersonal relationships, especially as they relate to supervision and management positions. Other students will be interested in providing some type of human service counseling in various private and public social service agencies. A third group will be interested in dealing with social justice and working with organizations that seek to foster diversity and equality in our society. And, a fourth group may be interested in human resource development, especially as it relates to organizational development, leadership development or coaching and mentoring.

This course will attempt to identify theoretical positions that would lend themselves to informing students regarding the role of theory in practice areas. Special emphasis will be placed on developing a broad understanding of theoretical approaches and how those approaches may facilitate individual client or organizational growth. Students will be introduced to the personalities of theorists, the cultural and historical context of their theory building, major themes and ideas of the theories and evidence based research supporting the theoretical approach. Students will be asked to analyze the theories in the context of their own anticipated practice and the potential audiences that they wish to serve.

Class Dates, Location and Hours:

Dates: November 14-19, 2017

Location: Wiesbaden, Germany. See Site Director for classroom site.

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

Last day to enroll or drop without penalty: October 16, 2017

Site Director:

Email: apwiesbaden@ou.edu. Phone: 0611-143-548-1309; DSN 548-1309.

Professor Contact Information:

Course Professor: James P. Pappas, Ph.D.

Mailing Address: University of Oklahoma
1610 Asp Avenue
Norman, OK 73072

Telephone Number: 405-325-6361

E-mail Address: jpappas@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. 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 4p.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. Capuzzi, D., & Gross, D. R. (Eds.) (2016). *Counseling and psychotherapy: Theories and interventions* (6th ed.). American Counseling Association, Alexandria, VA. ISBN: 9781556203541
2. MBTI On-Line Assessment: **Assessment needs to be taken by October 17, 2017.** Students can access the assessment using the link provided with the instructions below. **Note:** The \$27 fee for the assessment will be charged to the students' bursar account.
3. 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. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Suggested (but not required) Textbooks:

Holton III, E.F., & Swanson, R.A. (Eds.). (2011). *Foundations of human resource development* (2nd ed.). San Francisco, CA: Berrett-Koehler. ISBN 9781459609259.

Henderson, G. (Ed.). (1996). *Human relations issues in management*. West Port, CT: Quorum Books. ISBN 9780899309828.

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:

The objectives of this course are:

1. To expose students to a comprehensive overview of theory and its role in human relations practice;
2. To help understand the fundamental principles of key theoretical orientations that are the foundations of human relations practice;
3. To understand specific practices and techniques that are associated with the various theoretical orientations that may enhance the potential intervention of the students in their human relations practice;
4. To appreciate the role of theory in practice and its ability to explain and enhance complex human interactions;
5. To better understand a student's inclination and personal approach to the world and how it might relate to the various theoretical orientations;
6. To develop a critical analysis in looking at theories that inform practice in human relations;
7. To observe videos and case accounts that help students better understand how the various theories work with individuals and organizations; and,
8. To review theoretical orientations within the framework of ethical behavior and interpersonal activities.

Assignments, Grading and Due Dates:

Preliminary Assessments

Each student must complete or have available the **MBTI Form M before October 17, 2017.** Instructions for the assessment are included below. The results will be used by the students during in-class exercises for personal exploration. All results will be kept confidential and are for student's personal use only.

Having this assessment is worth 20% of the final grade.

Assessment Instructions:

1. Using a web browser (i.e., Microsoft® Internet Explorer, Google Chrome, etc.), access the assessment on the CPP Web Administration site:
<https://Elevate.cpp.com/Respondent/ReturningUser?tokenId=9b3f3407-f320-453d-b378-8a2c86429773>
2. Complete registration questions; click Register (make sure to note the email address and password you used when registering)
3. Click Start
4. Provide the requested demographic information.
5. Click **Next**
6. Answer the questions as spontaneously as possible.
7. Respond to every item.
8. After completing the assessment, click **Next** at the bottom of the page.
9. Click Submit if you are done or Back if you want to review/edit your answers.

If you cannot complete the assessment in one sitting:

If you need to take a break from an assessment, be sure to click **Save and Complete Later** so your responses will be saved and can be recovered when you resume.

When you are ready to resume taking the assessment you will use the link in #1 above, click on LOG IN and then log in using the email address and password used when you registered.

If you forget the password used, enter your email address and click Forgot Password?

Note: If you have any questions during the self-administration process, please contact debbieb@ou.edu. Thank you for your participation.

Readings:

Prior to class, students should read the following chapters in the required text for those chapters and theorists who are listed below. The other chapters are interesting, but will not be emphasized in the class discussions.

- Chapter 1: Helping Relationships: From Core Dimensions to Brief and Integrative Possibilities
- Chapter 2: Diversity and Social Justice Issues in Counseling and Psychotherapy
- Chapter 3: Psychoanalytic Theory
- Chapter 5: Adlerian Theory
- Chapter 7: Person-Centered Theory
- Chapter 9: Cognitive Behavioral Theories
- Chapter 11: Rational Emotive Behavior Therapy
- Chapter 15: Transpersonal Theory

Grading:

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

Assignment	Due Date	Percentage of Grade
MBTI Profiles will be provided in class	In class	20
Class interactions and participation in class exercises	Each class session	20

Assignment	Due Date	Percentage of Grade
Post class paper (7-10 pages) indicating which Theoretical approach (approaches) student would select for his/her practice and why (due 2 weeks after class)	Two weeks after final class period, December 3, 2017	20
Final examinations: One-half of the final will be a 20-point multi-choice exam given via Canvas. Additionally, there will be a 20 point take home essay exam due three days after class on questions related to theoretical positions and issues. Students will choose four of eight essay questions for responses (no more than 1 page per question). Exams will cover chapters and class presentations.	Two days after the last class session, November 21, 2017 Four days after class, November 23, 2017	40

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

James P. Pappas, Ph.D.

Education

- Ph.D. in Clinical Psychology, Purdue University
- M.S. in Counseling Psychology, Ohio University
- B.A. in Psychology, University of Utah

Current Positions

- Advanced Programs Professor since 1989
- Vice-President for University Outreach, University of Oklahoma
- Dean of the College of Liberal Studies, University of Oklahoma
- Professor of Educational Psychology, University of Oklahoma

Frequently Taught Advanced Programs Courses

- EDAH 5023 Administration of Adult & Higher Education
- HR 5110 Career Development: Organizational & Individual Approaches
- LSTD 5313 The Individual and Leadership
- HR 5003 Theoretical Foundations of Human Relations

Major Areas of Teaching and Research Interest

- Career development
- Organizational psychology
- Administration of adult and higher education
- Counseling techniques
- Strategic market planning

Representative Publications and Presentations

- Pappas, J. "Voluntary Military Education from the Perspective of Continuing Education." (2015) Centennial Conversations: Essential Essays in Professional, Continuing, and Online Education. University Professional and Continuing Education Association.
- Pappas, J & Jerman J. (Eds.) (Winter 2015) Transforming Adults through Coaching. New Directions in Adult and Continuing Education (No. 148), Jossey-Bass.
- Pappas, J. & Jerman, J. (Eds.) (2011). *Meeting Adult Learner Needs Through the Nontraditional Doctoral Degree*. New Directions in Adult and Continuing Education, 133. San Francisco, CA: Jossey-Bass.
- Pappas, J. & Jerman, J. (2005). The experience of the University of Oklahoma's aviation advisory board. *The Journal of Continuing Higher Education*, 53(3), 32. Published for ACHE (Association for Continuing Higher Education, Inc.) at Cleveland State University: Cleveland, OH
- Pappas, J. & Jerman, J. (Eds.). (2004). *Developing and Delivering Adult Degree Programs*. New Directions in Adult and Continuing Education, 103. San Francisco, CA: Jossey-Bass.
- Pappas, J. (November, 1997). The Emerging Role of Career Development in the New Workforce. Presented at the 110th Annual Meeting of the National Association of State Universities and Land Grant Colleges, Washington, D.C.
- Pappas, J. (Spring, 1997). *The University Role in Economic Development: From Research to Outreach*. Jossey-Bass.
- With Jerman, J. (January, 1997). From the ivory tower to the control tower. *Air Traffic Technology International '97*, 204-208. UK and International Press.
- Pappas, J. (1990). Environment psychology of the learning sanctuary. In Simpson, E., Forsaith, E. (Eds.) *The learning sanctuary*. New Directions for Continuing Education, 46, 41-52. Jossey-Bass.

- Pappas, J. (October, 1990). University contracting with business/industry/agencies. Presented at the 39th Annual Adult Education Conference for the American Association for Adult and Continuing Education, Salt Lake City, Utah.
- Pappas, J. (1987). Strategic market planning in conglomerate continuing education. In Baden, C. (Ed.) *Competitive strategies for continuing education*. New Directions in Continuing Education, 35, 31-43. Jossey-Bass.
- With Lovelock, C. (1986, Revised 1987). *Ealing State University: Division of Continuing Studies (A Case Study)*. Cambridge, MA: Harvard University.
- With Loring, R. (1985). Returning learners. In Noel L. and Associates (Eds.) *Increasing student retention* (pp. 131-161). San Francisco, CA: Jossey-Bass.
- Pappas, J. (April, 1979). The counselor as organizational/career consultant. Presented at the American Personnel and Guidance Association, Las Vegas, NV.
- With Dover, J. (March, 1978). Occupational interests and marital satisfaction. Presented at the American Personnel and Guidance Association, Washington, D.C.
- With Pickeren, J. (May, 1974). Parental influences and personality factors related to underachievement. Presented at Rocky Mountain Psychological Association, Denver, CO.

Principal Investigator or Grant Supervisor

- U.S. Postal Service Technical Training Center, \$107,000,000, for 1999-2015
- MC3 Education Resource Center, \$4,000,000 for 1990-2013
- FAA Air Traffic Controller Training, \$20,000,000 annually for 1987-2006
- Kellogg International Conference on Residential Continuing Education, \$93,000 for 1991
- Southwest Regional Center for Drug-Free Schools and Communities, \$3,000,000 for 1989-1993
- Tinker Air Force Base Lean Institute, \$1,000,000 for 2004-2005.

Major Professional Affiliations

- Lander, Wyoming School District, School Psychologist
- Utah State Office of Rehabilitation Services, Counselor and Psychological Examiner
- Utah State Job Service, Research and Education Consultant
- Latter-Day Saints and West Valley Hospitals, Nurses Training Consultant
- Salt Lake County Sheriff's Office, Personnel Selection Specialist
- Utah State Prison, Group and Family Therapist
- American College Testing Program, Testing, Retention and Adult Education Consultant
- Numerous business and industrial firms, (e.g., Morton Salt, National Association for Home Care, Skaggs/American Stores, Kennecott Copper, Hermes Associates), Personnel Selection, Organizational Development and Marketing Consultant

Awards and Honors

- American Association for Adult and Continuing Education President's Award (2015)
- Oklahoma Heritage Society Education Hall of Fame (Inducted 2008)
- International Adult and Continuing Education Hall of Fame (Inducted 1997)
- Included in *Who's Who in America*, *Who's Who in the World*, and *Who's Who in Training and Development*