



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5003-222: Theoretical Foundations in Human Relations

Course Description:

Theory should inform practice. Whether managing work problems or engaging in psychotherapy, the theoretical foundations of the human relations professional provide a conceptual model for practical efforts to effect change or resolve conflicts. 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. Emphasis is placed upon counseling theory but the course applies more broadly to the various dimensions of human relations, including organizational theory and management approaches. The course is intended to provide a multi-cultural perspective for interacting with individuals in helping and work settings and to promote progressive thinking regarding diversity.

Given the Covid19 situation, we will not meet in the classroom. Instead, we will use Zoom to meet on the indicated dates and times. I will send you a link after I setup the Zoom meetings. Please keep an eye on CANVAS for updates and news. All OU students can download Zoom for free. So, if you do not have Zoom already, please install it on your computer.

Class Dates, Location and Hours:

Class format has changed COVID-19 travel restrictions.

Dates: May 5 – 10, 2020

Location: Rota, Spain. Please contact the Site Director for classroom location.

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: April 6, 2020

Site Director:

Email: aprota@ou.edu. Phone: 34-956822799.

Professor Contact Information:

Course Professor: Tim Davidson, Ph.D.

Mailing Address: Department of Human Relations
PHSC #812
University of Oklahoma
Norman, OK 73019

Telephone Number: (405) 325-1756

Email Address: timdavidson@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. Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9th ed.). Florence, KY: Thomson Brooks/Cole. ISBN 9780840028549. (Any edition of Corey's text from the 7th edition, 2005, to the 10th edition, 2017, is acceptable for the course)
2. Selected chapters from Morgan, G. (1997, 2006). *Images of organization*. Thousand Oaks, CA: Sage. ISBN 9781412939799 will be available on Canvas. These chapters are required reading.

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 a counseling environment or other setting;
- enhance 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;
- develop an appreciation for theory in explicating complex human interactions in an organizational or work setting;
- develop critical thinking in relation to theories, especially regarding the role of theory in guiding ethical behavior in the practice of human relations; and
- develop a repertoire of theories to facilitate reaching solutions in human relations problems.

Assignments, Grading and Due Dates:

Paper 1:

There are two parts to the first written assignment. Part One is a self-exploration of the helping process; Part Two is an application of an established counseling theory

Concerning **Part One**: Theories often emerge from an examination of fundamental questions like: “what is the essence of helping?”, “what do **I** actually **do** when I help someone?” or “what am I trying to accomplish as a helping professional in a human service?” Based on the reading for this course and your personal experience, write a three-page section describing and critiquing how you help other persons. Basically, Part One should be a statement of your own theoretical orientation to human relations and may be stated from the point of view of the counselor, manager, or other helping professional. In Part One, you should have 3 references other than your text books.

Concerning **Part Two**: Select a major theoretical orientation from Corey, *Theory and Practice of Counseling and Psychotherapy*. Then choose a real or imaginary situation to present as a written **case study** in which you are applying the theory you have chosen to that situation, (e.g., applying behavioral theory when counseling an adolescent, or existential theory in managing a work group, etc.). The situation may be in a clinical setting or a personal setting or in various professional settings (e.g., as a human resource manager, a civil rights advocate, an agency administrator, etc.). The study may be focused on an individual, family, group, or organization. The way in which you present your case study and theoretical application is up to you. One acceptable way is: a) to present a short vignette describing the situation; b) to write actual dialogue between the helper and helpee illustrating the theory being used; and c) to draw conclusions which highlight what theoretical premises and strategies were being applied, and why. Most of your emphasis should be placed on identifying key points of the theory under discussion and showing how you would apply these ideas in a practice setting. Part Two should be a minimum of five pages in length. In Part Two, you should have two other references, in addition to the Corey text, related to the particular theoretical orientation you are taking.

Your paper, consisting of the two parts, should not exceed ten pages. Follow APA style in citing

references that you use. The paper should be typed, double-spaced, with a cover sheet. Pay careful attention to writing style and carefully edit your papers. **[25 points] Due: the first day of class.**

Paper 2:

The second written assignment is a two-part paper on management theory and organizational theory.

Concerning **Part One:** Based on your reading of selected chapters from Morgan, *Images of Organization*, and two other references in management theory, write a three page paper in this section, detailing your theoretical approach to management. You should make **ten** major points in which you specify and prioritize your top principles in managing effectively and humanely.

Concerning **Part Two:** Choose one of the chapters selected from Morgan's text (chapters 2-5, and 7) to study in more depth. After studying your chosen chapter, apply the organizational theory represented in that chapter to a workplace or organization that you know about. Illustrate how the theory enhances understanding of that organization. Your analysis of the organization should be a minimum of three pages in length. Morgan's text is the only reference you need for Part Two. Be sure to cite page numbers in the body of your paper when you reference Morgan's ideas, and include Morgan's original text in your reference page. **[25 points] Due: Two week after the last day of class, May 24, 2020;** emailed to the instructor as an attachment.

Team Projects:

Team projects will be assigned at the first class on issues relating to contemporary social issues and workplace concerns. The topics include:

- a. Racism in the twenty-first century
- b. Violence in society and in the workplace
- c. Religious extremism and intolerance
- d. Sexual orientation and identity as human rights concerns
- e. Poverty and social justice

Students will make group presentations, utilizing didactic and creative methods, while applying theory to more fully understand the topic assigned to their group. Research on these topics should be conducted from outside sources, other than the assigned texts for this course. One hour will be designated for the in-class group presentation. An outline of the group presentation should be presented to the professor, along with any handouts or other material distributed to the class. **[25 points] Due:** The team projects will be presented to the class during the latter part of the course.

Participation/ "Think Tanks":

The class is based upon an interactive learning model and requires active participation by students during discussion and critical thinking formats. Class discussions and group activities are used throughout the class to enhance working knowledge and the ability to apply selected theories studied in the reading and lecture series. Often, the class will be divided into small groups that will function as a "think tank" in solving an assigned human relations problem. Typically, the small groups will present their theoretical solutions to the rest of the class. **[25 points]**

Grading:

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

Assignment	Due Date	Grade Points
Paper 1	First day of class	25
Team projects	During class sessions	25
Participation/Think Tanks	During class sessions	25
Paper 2	Two week after last class session, May 24, 2020	25

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

Tim Davidson, Ph.D.

Education

1982 University of Edinburgh, Scotland, Interdisciplinary Studies in Clinical and Counseling Psychology, Existential and Phenomenological Philosophy and Theology

Current Positions

- Advanced Programs Professor since 1997
- Associate Professor of Human Relations, University of Oklahoma, Norman, OK

Frequently Taught Advanced Programs Courses

- HR 5003 Theoretical Foundations
- HR 5100 Assessment and Evaluation
- HR 5413 Chemical Dependency
- HR 5463 Counseling Skills

Major Areas of Teaching and Research Interest

- Clinical Practice
- Race Relations
- Ethics

Representative Publications and Presentations

- Davidson, T. & Davidson, J.R. (1995). Cost-containment, computers and confidentiality. *Clinical and Social Work Journal*, 23(4), 453-464.
- Davidson, J.R. & Davidson, T. (1996). Confidentiality and managed care: Ethical and legal concerns. *Health & Social Work*, 21(3), 208-215.
- Davidson, T. (2000). Economic determinants and managed behavioral healthcare. *Free Inquiry in Creative Sociology*, 28(2), 55-62.
- Davidson, J.R., Davidson, T. & Crain, J. (2001). White skin and sheepskins: Challenging the status quo in the education of helping professionals. *The Journal of Intergroup Relations*, 27(4), 3-15.
- Davidson, T. (Spring/Fall 2006). Ricoeur's phenomenology of the ego: A clinical emphasis. *Journal of French Philosophy* (16) 1,2, 82-92.
- Davidson, T. (2014). STRENGTH: A system of integration of solution-oriented and strength-based principles. *Journal of Mental Health Counseling*, 36(1), 1-17.

Major Professional Affiliations

- Texas State Licensed Professional Counselors (1983-94)
- Texas State Licensed Marriage and Family Therapists (1992-94)