

School for New Learning:

Understanding the Human in Human Resources

Winter 2003

Carol Friedman MA,CADC
2859 Central #242
Evanston, IL 60201-1234
(847) 866-9692
fax (847) 866-9674
E-mail clnf@worldnet.att.net

HOURS 6:30-9:30 PM Thursdays
1/9, 1/16, 1/23, 1/30, 2/6, 2/13, 2/20, 2/27, 3/6, and 3/13

LOCATION O'Hare

COURSE DESCRIPTION

Human Resource professionals hold a diverse set of responsibilities. A rapidly evolving area is the development and administration of programs and services designed to respond to the individual human needs of employees. The ability to understand human behavior and the skills to accurately assess and address human problems in the workplace are crucial as employees are subjected to increasingly more demands and stress. This course will focus on identifying problematic behavior in both individual employees and organizational systems themselves. Course materials and activities are designed to help students develop/increase skills in communication, counseling, confrontation, and coping. Topics include: Workaholism, Chemical Dependency, Depression, Workplace Violence, Suicide, and Employee Assistance Programs

COMPETENCIES

In the Bachelors Program students will negotiate one or two of the following:

HC-B Can effectively employ the skills of negotiation, mediation, and interpersonal communication in the resolution of a dispute or conflict.
H-3-D Can employ the skills of negotiation, mediation, or interpersonal communication in the resolution of a problem.
Objective: To have an understanding of, and be able to demonstrate, the process and skills of problem identification, intervention, and resolution in the workplace.

HC-U Can analyze the impact of social institutions on individual human development.
H-3-G Can analyze the impact of social institutions on individual human development.
Objective: To understand the effect of the relationship between the work environment and employees and utilize that understanding to resolve personal problems which negatively impact on productivity and job satisfaction.

WW Understands the role of professional service providers as part of an overall assessment and referral plan, and can evaluate resources for client referrals.

F-X Understands the role of professional service providers as part of an assessment and referral plan.

Objective: To develop the knowledge needed to evaluate resources and service providers for possible use by employees, and understand the relationship between self-help and professional providers.

FACULTY

Carol Friedman has a BA in Applied Behavioral Science, a Masters degree from the Institute of Transpersonal Psychology, and has been certified as both an Alcoholism and Other Drug Counselor (CADC) and an Employee Assistance Counselor (CEAP). She has extensive experience counseling individuals, consulting and training in union and corporate settings, administering mental health treatment, and as a trainer and consultant to other professionals. Her academic experience includes serving on the adjunct faculty of the School for New Learning at DePaul University and at National-Louis University.

LEARNING EXPERIENCE

Students will study a variety of human problems and their effects on both individuals and organizational systems. Principles of the addiction theory model of counseling will be introduced and students will learn skills and practice methods for utilizing it within the context of workplace settings. They will be given the opportunity to evaluate and develop their own capacity to interact with and counsel individuals. The course will be a workshop format promoting experiential learning through group interaction, didactic exercises, and field work.

LEARNING TOOLS

Becoming Naturally Therapeutic Small, Jacqueline
The Addictive Organization Schaef, Anne Wilson, and Fassel,
Diane
Understanding the Human in Human Resources Course Reader
Supplemental Readings provided in class and available via the
Blackboard website for this class.

ASSIGNMENTS

DUE 1/16

Small: pages 1-25

Locate/Schedule 12 Step Meeting (to be discussed in class)

Journal (to be explained first week of class)

DUE 1/23 FIELD WORK/NO CLASS (to be discussed in class)

Small: pages 27-71

DUE 1/30

Small: pages 83-148

QUIZ on Small, pages 1-148

- DUE 2/6
MID-TERM PAPER (see assignment)
- DUE 2/13
Schaef: Introduction - p.76
- DUE 2/20
Schaef: 79-136
- DUE 2/27
Schaef: 137-176
Journal
- DUE 3/6
Schaef 179-226
- DUE 3/13
FINAL PAPER (to be discussed in class)
Workplace Scenario's (to be explained in class)

ATTENDANCE POLICY

When it is necessary to miss a class it is the student's responsibility to:

Notify me by phone, fax, or e-mail as soon as possible upon knowledge of absence.

Make arrangements with another student to obtain materials and assignments from the missed class. I will not always be available to provide materials from missed classes.

Make arrangements with me or another student to submit any assignments due the day of the missed class. Assignments submitted late are subject to grade reductions.

CLASS ATTENDANCE AND PARTICIPATION IS AN INTEGRAL PART OF THIS COURSE COMPRISING 30% OF GRADE. STUDENTS WHO ANTICIPATE MISSING CLASSES SHOULD RECONSIDER REGISTRATION.

RETURN OF SUBMITTED ASSIGNMENTS

Whenever possible, assignments will be returned as soon as possible following submission, in some cases the same day. Students wishing to have late submissions and/or final papers returned via mail are asked to provide a self-addressed, stamped envelope.

CRITERIA FOR ASSESSMENT

Assessment of student's work will be in accordance with specific information that will be reviewed in class and documented at the time as assignment is given. Assessment of quizzes and small group work will be comprised of three components; student's self-assessment, peer assessment, and instructor review. Instructor assessments and feedback will embody the qualities of clarity, integrity, flexibility, and empathy.

THIS COURSE WILL BE CONDUCTED IN ACCORDANCE WITH THE ACADEMIC INTEGRITY
POLICY OF DEPAUL UNIVERSITY