

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Personality and Personality Disorders

Course Number:

HR 5573-101

Course Description:

A basic understanding of personality and personality disorders is essential for counselors and those working in behavioral health fields. The purpose of this course is to provide you with a graduate-level introduction to personality theory and personality disorders.

First, the course is intended to give you an understanding of personality processes, the basic components of major theories of personality, an evaluation of each of the theories, and the applicability of the theories to human behavior. You will be exposed to representative classical theories from several categories of personality theories and critical evaluation will be encouraged. Involvement in the course will foster your abilities to intelligently discuss/critique/debate, in verbal as well as written form, the various theories that are encountered. In addition, we will discuss the diagnostic criteria for personality disorders as addressed in DSM-IV-TR and examine representative treatment plans. These objectives will be obtained through the course with readings from your text and/or assigned articles, class assignments (e.g., worksheets and case studies), and active class participation.

Finally, this course is somewhat different than many graduate courses in that there is less emphasis on empirical research, methodology and statistics. For many graduate students this can be a little disorienting. Instead, there will be a strong emphasis on critical thinking, analysis, evaluation, and the processes of theory construction in the personality area (which has been more often based on case studies, observational research, and correlational research).

Class Dates, Location and Hours:

Dates: June 2 – 4 & 9 – 11, 2017

Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.

Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.

Last day to enroll or drop without penalty: May 4, 2017

Site Director:

Email: apnorman@ou.edu. Phone: 405-325-3333.

Professor Contact Information:

Course Professor: Dr. Eugenia Cox-Fuenzalida

Mailing Address: University of Oklahoma
Department of Psychology
455 W. Lindsey St.
DAHT 705

Norman, OK 73019
Telephone Number: (405) 325-4511 (office)
(405) 659-0852 (cell)

Email Address: cox-fuenzalida@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 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@fheg.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. Hall, C. S., Lindzey, G. & Campbell, J. B. (1998). *Theories of personality* (4th ed.). NY: John Wiley ISBN 9780471303428. **Note: Students may select another basic introduction to personality text.** The purpose of the text is to help provide theoretical context for presentations, case studies, and class discussion.
2. 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.
3. Materials posted on the OU Libraries Electronic Reserve system: Access OU Electronic Reserve materials at <http://guides.ou.edu/ereserves>; select the appropriate tab for your course, click on your course number/title; enter OU NetID and password and click LOGIN. Please contact your local Site Director if you require assistance.

Online Materials:

The following materials will be posted on the OU Canvas as well as the OU Library Reserve system.

- American Psychiatric Association (2000). Multiaxial assessment. In *Diagnostic and statistical manual of the American Psychiatric Association, 4th ed., text revision*.
- American Psychiatric Association (2000). Personality disorders. In *Diagnostic and statistical manual of the American Psychiatric Association, 4th ed., text revision*.
- Nolen-Hoeksema, S. (2008). Looking at abnormality. In *Abnormal Psychology, 4th ed.*
- Nolen-Hoeksema, S. (2008). Contemporary theories of abnormality. In *Abnormal Psychology, 4th ed.*
- Nolen-Hoeksema, S. (2008). Personality disorders. In *Abnormal Psychology, 4th ed.*
- Nolen-Hoeksema, S. (2008). Treatments for abnormality. In *Abnormal Psychology, 4th ed.*

Note: The Follett/AP Bookstore 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 the Follett/AP Bookstore.

Course Schedule: Required Readings/Assignments:

Weekend One-Theories of Personality/Personality Styles:

To Do List:

- Complete reading assignments
- Learn key terms
- Write QRCs (one per theory)

Materials to Bring For Class:

- Assigned reading materials
- QRC for each theory (due at the beginning of class the day material is covered)

Tentative Schedule:

Friday, June 2:

- Introduction to Class
- Sigmund Freud –QRC 1
- Primary Text
 - Sigmund Freud (Classical Psychoanalytic Theory)

Saturday, June 3:

- Carl Jung—QRC 2
- Primary Text
 - Carl Jung (Analytic Theory)
- Alfred Adler—QRC 3
- Primary Text
- Alfred Adler (Individual Theory)
- Gordon Allport—QRC 4
- Primary Text
 - Gordon Allport (Trait Theory)

Sunday, June 4:

- George Kelly—QRC 5
- Primary Text
 - George Kelly (Cognitive Theory)
- Carl Rogers—QRC 6
- Primary Text
 - Carl Rogers (Phenomenological Theory)

Weekend Two-Abnormality and Personality Disorders:

To Do List:

- Complete reading assignments
- Learn key terms
- Write QRCs (one per chapter)

Materials to Bring For Class:

- Assigned reading materials
- QRC for each chapter (due at the beginning of class the day material is covered)

Tentative Schedule and Required Readings/Assignments:

Friday, June 9:

- Nolen-Hoeksema, S. (2008). Looking at abnormality. In *Abnormal Psychology, 4th ed.* –QRC 7
- Nolen-Hoeksema, S. (2008). Contemporary theories of abnormality. In *Abnormal Psychology, 4th ed.* –QRC 8

Saturday, June 10:

- American Psychiatric Association (2000). Multiaxial assessment. In *Diagnostic and statistical manual of the American Psychiatric Association, 4th ed., text revision.*
- Nolen-Hoeksema, S. (2008). Personality disorders. In *Abnormal Psychology, 4th ed.* –QRC 9
- American Psychiatric Association (2000). Personality disorders. In *Diagnostic and statistical manual of the American Psychiatric Association, 4th ed., text revision.*

Sunday, June 11:

- Nolen-Hoeksema, S. (2008). Treatments for abnormality. In *Abnormal Psychology, 4th ed.* –QRC 10

Assignments, Grading and Due Dates:

Material is to be read before class. You should expect to discuss and actively participate in class. Time will be provided in class to prepare for and deliver in-class assignments. Please bring weekly readings to every class.

Case Studies:

You will be expected to complete case studies designed to enable you to apply classical theories of personality psychology. The case studies will be provided, and you may choose to work collaboratively. Case studies will be administered, completed, and collected in class.

In-Class Scheduled Assignments:

In-class scheduled assignments may include but, not be limited to assignments with multiple choice, fill-in-the-blank, matching, and essay items. These assignments will require you to come prepared for class (having read the material). Most may be collaborative in nature.

QRCs:

You will turn in a typed (1-3 page) QRCs (questions-response-comments) for the readings. QRCs for each theory/theorist (first weekend) or chapter (second weekend) are due at the beginning of class for material to be covered that day. Your QRC should take the form of a reaction, criticism, disagreement, synthesis, paradox, query, etc. about the readings. QRCs serve two purposes. First, they let me know what I need to review for the class as a whole, and will give me insight into what you are thinking while you are reading (so that I can identify views or questions if needed during the class discussion). Second, they facilitate your class participation because you will know ahead of time what you want to discuss in class. You can expect to turn one QRC in per personality theorist (first weekend) and one QRC per chapter (second weekend).

You will receive ratings for your QRCs and class participation. The basis for the ratings includes (but is not limited to) the extent which you:

- Demonstrate critical thinking
- Provide comments that are thought provoking and stimulating
- Think conceptually and integrate material
- Apply material to other contexts
- Are present in class (physically as well as mentally)

Grading:

This is a letter-graded course: A, B, C, D, or F. Grades will be composed of the following elements:

Assignment	Percent of Grade
Class Participation	15%
Case Studies	15%
QRCs	10%
In-class Assignments	60%

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

Luz-Eugenia Cox-Fuenzalida, Ph.D., M.S.

Education

- Ph.D. in Psychology, December 2000, OU
- M.S. in Psychology, May 1997, OU
- B.A. in Psychology, May 1994, OU

Current Positions

- Associate Professor, Department of Psychology, OU
- Chairperson, Citizen's Advisory Council, Norman Public Schools

Frequently Taught Advanced Programs Courses

- Foundations (HR)
- Personality Styles (CLS)
- Personality and Personality Disorders (HR)
- Staffing, Selection, and Compensation (ODYN)

Major Areas of Teaching and Research Interest

- Personality and Individual Differences
- Human Factors
- Biologically based traits
- Workload history/shifts
- Neuroticism
- Adaptation
- Anxiety
- Workload Transitions
- Stress
- Extraversion

Representative Publications and Presentations

- Gries, P. H., Prewitt-Freilino, J. L., Cox-Fuenzalida, L. E., & Zhang, Q. (2009). Contentious histories and the perception of threat: China, the United States, and the Korean War—An experimental analysis. *Journal of East Asian Studies*, 9, 433-465.
- Hauck, E., Anderson Snyder, L., & Cox-Fuenzalida, L. E. (2008). Workload variability and social support: Effects on stress and performance. *Current Psychology*, 27(2), 112-125.
- Cox-Fuenzalida, L. E. (2007). Effect of workload history on task performance. *Human Factors* 49 (2), 277- 292.
- Cox-Fuenzalida, L. E., Angie, A., Holloway, S., & Sohl, L. (2006). Extraversion and task performance: A fresh look through the workload history lens. *Journal of Research in Personality*, 40, 432-439.
- Cox-Fuenzalida, L. E., Beeler, C., & Sohl, L. (2006). Effects of workload history on performance: A direct comparison between increases and decreases in workload. *Current Psychology*, 25(1), 8-14.
- Schell, K.L. & Cox-Fuenzalida, L.E. (2006). Applying Resource Management Training to pharmacy practice. In K.L. Schell (Ed.), *Enhancing performance and patient safety series, Module 9*. Published electronically at <http://www.pharmsafety.org/>.
- Swickert, R. J., & Cox-Fuenzalida, L. E., & Gilliland, K. (2006). Brainstem auditory evoked responses in introverts and extraverts: A cross validation. *Individual Differences Research*, 4(14), 292-298.
- Schell, K. L. & Cox-Fuenzalida, L. E. (2005). Neuroticism and quality control in health services: A laboratory simulation. *Current Psychology* 24 (4), 231-241.

- Cox-Fuenzalida, L. E., & Angie, A. (2005). Effects of workload history on dual task performance. *Current Psychology* 24 (3), 171-179.
- Schell, K. L., & Cox-Fuenzalida, L. E. (2005). The role of human factors in pharmacy errors. In A.F. Grasha, M., O'Neill, D. Brushwood, and K.L. Schell (Eds.), *Enhancing performance and patient safety series, Module 7*. Published electronically at <http://www.pharmsafety.org/>.
- Cox-Fuenzalida, L. E., Swickert, R. J., & Hittner, J. B. (2004). Effect of neuroticism and workload history on performance. *Personality and Individual Differences*, 36, 447-456.
- Swickert, R. J., Hittner, J. B., Kitos, N., & Cox-Fuenzalida, L. E. (2003). Direct or indirect, that is the question: A Re-evaluation of extraversion's influence on self-esteem. *Personality and Individual Differences*, 36, 207-217.
- Cox-Fuenzalida, L. E., Gilliland, K., & Swickert, R. J. (2001). Congruency of relationship between extraversion and the brainstem auditory evoked response based on the EPI and EPQ. *Journal of Research in Personality*, 35, 117-126.

Major Professional Affiliations

- Phi Beta Kappa
- American Psychological Association
- American Psychological Society
- Society for Industrial Organizational Psychology
- Society for Personality and Social Psychology
- Human Factors Society