

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Theoretical Foundations of Human Relations

Course Number:

HR 5003-493

Course Description:

It is essential that the human relations professional have a basic understanding of the fundamental theories upon which the practice of human relations is based. The purpose of this course is to provide you with a graduate-level introduction to a wide range of theories that relate to personal, social, and professional issues. Personality theories and conceptual approaches in psychotherapy will be featured, as well as research relating to multicultural issues and social justice themes. Indeed, the course is intended and designed to provide a multi-cultural perspective for interacting with individuals in helping and work settings and to promote progressive thinking regarding diversity. Furthermore, applications of management theory in the workplace and helping theory in human services will be addressed.

Course Dates:

January 2 - April 30, 2017

Last day to enroll or drop without penalty: December 4, 2016

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: Dr. Eugenia Cox-Fuenzalida

Mailing Address: University of Oklahoma
Department of Psychology
455 W. Lindsey St., DAHT 705
Norman, OK 73019

Telephone Number: (405) 659-0852 (cell)

Email Address: cox-fuenzalida@ou.edu

Virtual Office Hours: The professor will be available via email to students during the above listed Virtual Office Hours and other methods by arrangement.

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 4 p.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. Corey, G. (2012). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole. ISBN 9780840028549.

2. Corey, G. (2012). *Theory and practice of counseling and psychotherapy, DVD: the case of Stan and lecturettes*. Belmont, CA: Brooks/Cole. ISBN 9781133309130. **Important note to students:** The bundled version of the Corey text **does not** include the DVD.
3. Locke, D. & Bailey, D. (2014). *Increasing multicultural understanding: A comprehensive model* (3rd ed.). Thousand Oaks, CA: Sage. ISBN 9781412936583.
4. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at <http://learn.ou.edu>; enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

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 distance learning 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:

- To understand the principles of various theoretical orientations forming the foundation of human relations practice, and develop an appreciation for how theories can explain complex human interactions.
- To learn specific practices and techniques associated with theory, in order to enhance analysis and develop intervention strategies, whether in counseling, human resources, management or other setting.
- To increase understanding of how one's theoretical orientation may affect one's behavior, perspectives, biases, and value systems when interacting with other people—and to develop further self-awareness about identity related to race, ethnicity, and gender and sexual orientation, and to recognize their salience in human relations practice.

Class objectives will be obtained through the course with readings from your texts, notes, assignments and/or content queries, case studies, papers, active class discussions, and an exam.

Course Outline:

Module One

- Introduction
- The nature of theory
- Change and broad theories of human behavior

Module Two

- Psychological theories
- Psychodynamic approaches

- Existential-Humanistic approaches
- Action-oriented approaches
- Feminist therapy

Module Three

- Family theories
- Historical school
- Structure/process school
- Existential school

Module Four

- Group and organizational theories
- The concept of motivation
- Leadership and management theories

Module Five

- Social change theories
- Civil disobedience
- Cognitive dissonance

Module Six

- Multicultural theories
- Cultural universality v. cultural relativism
- Multicultural competence

Assignments, Grading, and Due Dates:

This course is supported by Desire 2 Learn (D2L), and all course materials excluding the texts will be available on D2L. Please use D2L to submit all course assessments (e.g., the digital drop box on, discussions).

Readings:

These texts provide a solid introductory survey of the various theoretical perspectives encountered as Human Relations training is applied to careers in counseling or other mental health applications. The principles they introduce are equally instructive and insightful for those students who are focused on management, industrial/organizational, and public relations applications. Indeed, the dynamics of human relations and interventions are similar across application areas.

You are expected to read ahead, stay current and be familiar with the texts for this course. In addition, each module includes notes which complement your readings. Assessments are intended to discern how well you are understanding and integrating the material. If you have questions about the readings, I would encourage you to include them in your online discussion posts, so that you may work through them with your colleagues. Several of the assignments refer to the texts and/or to the online notes, as do some of the discussion topics.

End of Semester Readings:

Please see reading list for the **End of Semester Reading and Paper** portion of this course under “**End of Semester Reading and Paper**” later in your syllabus.

Beginning of Semester “My Theory Paper”:

Your task is to write a paper describing “your personal theory of human behavior”. The Corey text presents several formal theories of human behavior from clinical and organizational perspectives, respectively. It begins with basic assumptions about human behavior and then operationalizes those assumptions by developing a structured approach to explain how those assumptions shape our thoughts and actions. While your theory may not be as formal and elaborate, you do have one! The required format for this paper is provided in the section titled: “My Theory Paper” Instructions. You will need to upload a copy of this paper to the Dropbox on the designated due date.

“My Theory Paper” Instructions

You will be writing a unique paper for this course. The paper will have a specific format that you need to follow. Below, you will find a description of the paper and formatting directions. **Please follow the instructions in this section carefully.**

“My Theory Paper” Description:

Your task is to write a paper describing “your theory of human behavior.” Each person constructs their own theory of human behavior based on their past experience. As you have experienced the world, you have drawn assumptions, seen similarities and differences, and created a system (i.e., a theory) to help you better understand people and the world around you. The texts present several formal theories of human behavior. These theories are presented within the context of psychotherapy and organizational behavior, but note that each is a distinct theory of human behavior. While your personal theory may not be as overtly formal and elaborate, you do have and use a complex theory.

Consider the assumptions you make about others and the world, and the general principles that you believe operate within or between people, etc. You can use the material from the texts to define, elaborate, and clarify your theory.

Note: Your theory does not necessarily have to be like one or more of the theories you are reading about in the texts. In fact, it could be a combination of two or more, or it could be a blend of these theories plus unique views you have developed, or a completely unique theory of your construction. **Of major importance is that your theory needs to address such topics as the fundamental assumptions that support your theory, basic concepts used to construct your theory, and sources of motivation, regardless of the domain (counseling, clinical, human resources, organizational, etc.) on which your theory is focused.**

“My Theory Paper” Format:

Please divide your paper into three parts and label them as noted below.

Part I -Basic nature of your theoretical orientation. [Part I = 50 points]

This section of your paper should include a basic description of your theory of human behavior. Understand that I am not expecting your theory to have the same level of detail and development as one finds in the Corey chapters. However, I am looking for sufficient detail and breadth of coverage so that I can recognize a well-considered theory. This section should represent 40-50% of your paper.

Thus, at a minimum, you need to present some basic assumptions of your theory, the foundational elements or constructs of your theory, and the dynamic or motivational nature of your theory. For example, Carl Rogers presented a humanism-based theory that made certain assumptions about how we view the world and what is important in viewing ourselves and others, etc. He also offered us important elements (or theoretical constructs) of his theory, such as the self, the experiential field, the organismic valuing process. These are the basic building blocks of this theory. Rogers also offered an interesting system to explain our basic motivations (i.e., the actualizing tendency, the need for positive regard, etc.). In Part I of your paper, you should provide this type of explanation of your theory—in other words, your assumptions, basic constructs, explanation of motivation, etc.—although, again, it is understood that your theory may not be as detailed and extensive as the theories in your texts.

Part II -Critical analysis of your theory. [Part II = 25 points]

This section should discuss three major issues: 1) the strengths of your theory, 2) the weaknesses of your theory, and 3) to what degree and how well your theory addresses cultural diversity. Where do you think your theory is effective and useful? Where do you think it needs improvement? How might it be limited?

Part III -Unique influences on your theory. [Part III = 25 points]

Your unique background includes such factors as your culture, ethnicity, sex, gender, religion, political perspective, and a multitude of formative experiences. Describe some factors in your background and how they might have influenced your theory. How does your background and experience aid your ability to understand others and how does it restrict or hinder your ability to understand others?

Other Formatting Considerations:

Your paper should be typed (word processed) and double-spaced. Please proofread (i.e., grammar check and spellcheck). Please staple your pages together. Folders are not necessary; in fact, I prefer that you avoid them. Length of the paper is a common concern. **My expectation is that your paper will be about 10 to 12 pages (of text).** If you are an effective and concise writer, fewer pages may suffice. If you get interested and enthused with the assignment, more pages are welcome. Of highest importance is quality of thought, analysis, and exposition. Please turn your paper in by the designated due date as stated on Desire2Learn.

[Theory Paper Total = 100 points]

Ongoing Desire 2 Learn Discussions:

You are expected to participate in the discussions posted on D2L for each module. The instructor will pose a question that is relevant to the class and/or material being presented. These discussion topics will help us get to know each other and recreate some of the interaction we would normally get in the classroom. For this reason, your participation is required and your contributions will result in graded credit. Your opinions are welcome, however remember to demonstrate your understanding of the readings in these discussions and support your opinions ideally with something more than anecdotal information. For each discussion, you will be required to post an original message respond to two of your colleagues. Please respond to the discussion prompt and respond to two of your classmates by the designated due dates as stated on Desire2Learn.

[Discussions Total = 140 points; 7 discussions - 20 points each]

Content Queries

Assignments may include but, not be limited to assignments with multiple choice, fill-in-the-blanks, matching, and essay items. These assignments will require you to be prepared and familiar with the material (having read the texts and notes). Please complete these by the designated due dates as stated on Desire2Learn.

[Content Queries Total = 120 points; 6 Content Queries - 20 points each]

QRCs

You will turn in a double-spaced, typed (2-3 page) QRC (questions-response-comments) for the readings. QRCs will be required for each module. Your QRC should take the form of a reaction, criticism, disagreement, synthesis, paradox, query, etc. about the readings. Please finish your QRC with two potential discussion questions. QRCs serve two purposes. First, they let me know what I may 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 on-line discussions). Second, they facilitate your participation because you will know ahead of time what you want to discuss in addition to responding to any prompts presented. You will receive ratings for your QRCs. 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 clearly focused on the relevant material

Please complete these by the designated due dates as stated on Desire2Learn.

[QRCs Total = 120 points; 6 QRCs - 20 points each]

Experiential Assignments

These assignments involve problem-solving exercises to be found in each module. Your responses should be primarily based on the material in the notes, your reading assignments, and demonstrate your critical thinking skills; however, no formal research or citing of references will be required. Last, you may be asked to access specific Web sites for further information.

These assignments should be 1 to 2 pages in length. Please work through them sequentially and turn them in by the designated due dates as stated on Desire2Learn.

[Assignments Total = 140 points; 7 Assignments - 20 points each]

End of Semester Reading and Paper:

Your task is to select a book (typically one) from the list below **and apply what you have learned about theories of human behavior to the content of the book.** The book represents popular material in three broad areas of Human Relations application. Pick the book that is of most interest to you. Then follow the steps below:

Complete the reading and write a paper that has two sections as follows,

Section 1:

Describe the main points of the book — about 1-2 pages.

Section 2:

Discuss **how theory could be applied to the content of the book.** That is, how could a theory or theories be used to expand, clarify, enhance, or complement the content of the book in conducting work in HR areas? Please note that this part of the assignment is **not** a simple “book report.” This assignment calls for a thoughtful treatment of how and/or why theory is important to HR work in that area.

The paper should be typed and double-spaced. **My expectation is that your paper will be about 10 to 12 pages (of text),** but most important is quality of thought, analysis, and exposition.

End of Semester Reading Options

Please note: The books below are not provided by Advanced Programs.

Option 1: Interpersonal Relations/Public Relations:

- Solomon, Muriel (1990). *Working with difficult people*. Upper Saddle River, NJ: Prentice Hall. ISBN 01395739090.
- Goleman, Daniel (1995). *Emotional intelligence*. Bantam Books. ISBN 0553375067.
- Goleman, Daniel (2000). *Working with emotional intelligence*. New York: Bantam Doubleday Dell. ISBN 0553378589.

Option 2: Leadership/Management/Organizational Behavior:

- Harrison, Patricia (1994). *A seat at the table: An insider's guide for America's new women leaders*. New York: Mastermedia Ltd. ISBN 1571010130.
- Quinn, Robert (1996). *Deep change: Discovering the leader within*. Hoboken NJ: Jossey-Bass. ISBN 0787902446.
- Kets de Vries, Manfred (1985). *Leaders, fools, and imposters*. New York: Wiley.

- Sample, Steven (2002). *The contrarian's guide to leadership*. Hoboken, NJ: Jossey-Bass. ISBN 0787955876.

Option 3: Counseling/Social Agency/Other Direct Services:

- Millon, T. & Everly, G.S (1985). *Personality and its disorders*. New York: Wiley Books. ISBN 0471878162.
- Tavis, Carol (1989). *Anger: The misunderstood emotion*. Carmichael, CA: Touchstone/Simon & Schuster. ISBN 0671675230.

Option 4: Basic Theory of Human Behavior Option:

Select any major theorist not covered extensively in the texts from the following list:

1. George Kelly (cognitive theory),
2. Gordon Allport (trait theory),
3. Kurt Lewin (field theory),
4. Wilson and/or Barash (sociobiology),
5. Henry Murray (need theory),
6. Karen Horney (feminine psychology),
7. Walter Mischel (social cognitive theory).

Other theorists may be possible, but only with approval of the instructor.

Write a paper with the following sections:

Summary

Provide a summary of the theory.

Comparative Evaluation

Compare and contrast the theory of your choice with some of the other theories we studied in class or in your book. You do not have to compare every theory we covered, but select a reasonable sample of at least three or four.

Strengths and Weaknesses

Provide an analysis of strengths and weaknesses of the theory.

Please complete your paper by the designated due date as stated on Desire2Learn.

[End of Semester Reading and Paper Total = 100 points]

Case Study: Theory-Based (T-Based) Consulting, Inc.

Theory-Based (T-Based) Consulting, Inc.

You are a partner in Theory-Based (or T-Based) Consulting, a business consulting firm. T-Based Consulting is unique because it approaches business problems from a specific theoretical orientation. Companies often seek your help because you are one of the few consulting firms that can provide a systematic and integrated solution to business problems. Your firm considers all aspects of a company's problems from one theoretical perspective. (That theoretical perspective is the one assigned to you by your instructor (see your assigned theoretical perspective under the content tab!)

Case Study:

The Board of Directors of a large manufacturing company, Division Products, has asked for your help. Division Products has a serious problem. A number of years ago, Division Products created a new exploratory company called, Delta Division. Delta Division put a great strain on the resources of Division Products, but it was wildly successful and produced huge profits. Delta Division is still reasonably profitable, but has lost a large portion of its market share to foreign firms that can produce products

faster and at lower cost. However, Delta Division still has the capacity to be very profitable through innovative new products.

Division Products can't reduce its costs in other areas, so the only realistic way it can save money and save itself is to downsize Delta Division. The Board of Directors has made this decision (to downsize Delta Division) and it is not negotiable. What is negotiable is the way to downsize, which is why they want your help. The Board of Directors wants your advice on how to go about the downsizing process. They believe your theory-based approach may give them some new insight into how to save their company.

Basic Data on Delta Division:

Delta Division has an Executive Manager and four Group Managers. The Group Managers have responsibility for the following work groups: (1) Product Design and Engineering, (2) Manufacturing, (3) Sales and Customer Relations, and (4) Shipping and Receiving. Such functions as accounting, payroll, benefits, custodial services, building maintenance, etc. are performed centrally by Division Products, so you need not be concerned about them.

Each work group in Delta Division has one manager and 100 employees (for a total of 4 "middle management" members and 400 employees.

Assignment:

The future of Division Products depends on how well Delta Division performs. You must prepare a presentation to the Board of Directors that cuts 20% of the workforce of Delta Division and at least one manager. You must use your assigned theoretical orientation to guide you in your decision-making process. Your paper should include (at a minimum): (1) An analysis of the problem, (2) Recommendations for change, (3) Suggestions and insights for implementing the changes, and (4) Potential problems and how to handle them.

Some Hints and Advice

Your task is to apply the theory assigned to you to this problem. Please be aware that this is not a simple exercise in "management." Many students in the class have backgrounds in management and, in some cases, considerable experience. However, this is an exercise in applying a theory to a problem—it involves suspending your natural inclinations for solving this "problem" and requires that you adopt and apply a novel theory you might not ordinarily use.

This is not unlike a play. You have to assume a role—in this case, your theory. There are many good suggestions for downsizing; some are simply good management decisions. However, the exercise is to focus only on those ideas, suggestions, etc. that are consistent with your theory!

Suggestions for Success

To help accomplish your goal, whenever you come up with a suggestion for solving this case study, always ask yourself, "How is that an expression of the theory?" or "In what way does that demonstrate the theory?" If you can't relate the suggestion or observation directly to some aspect of your theory, then you may be straying into some other theory or simply offering what might otherwise be a "management decision."

Some important steps: (1) Start by identifying basic concepts, terms, etc. (i.e., structure, dynamics, etc.) of your theory, (2) You don't have to use all concepts in a theory; even a good working subset of 6- 8 will suffice, and (3) Once you have identified some basic concepts, then (and only then!) apply them to the case study.

My expectation is that your paper will be about 5 to 7 pages (of text). Again, if you are an effective and concise writer, fewer pages may suffice. If you get interested and enthused with the assignment, more pages are welcome. As always, of highest importance is quality of thought, analysis, and exposition. Please complete your paper by the designated due date as stated on Desire2Learn.

[Case Study: Theory-Based (T-Based) Consulting, Inc. Total = 100 points]

Exam over readings, lectures, and discussions:

This exam is to be administered during the latter part of the class. There is an objective, multiple-choice component based primarily upon the text by Gerald Corey, *Theory and Practice of Counseling and Psychotherapy*. The exam will also include short-answer essays that will be comprehensive in nature and require you to be familiar with all class content. Please complete your exam by the designated due date as stated on Desire2Learn.

[Exam Total = 150 points]

Due Dates:

The course is organized into six modules. You should work your way through the modules sequentially, completing one about every two weeks.

Please refer to the “Course Schedule and Assignment Due Dates” under the Content tab in D2L for a detailed listing of all course dates.

Grading:

This is a letter-graded course: A, B, C, D, or F. Grades will be determined as follows:

Assessments	Points
My Theory Paper	100 points
Discussions (7 X 20 points each)	140 points
Content Queries (6 X 20 points each)	120 points
QRCs (6 X 20 points each)	120 points
Experiential Assignments (7 X 20 points each)	140 points
End of Semester Reading and Paper	100 points
Case Study: T-Based Consulting	100 points
Exam	150 points
Total	970 points

Final grades will be assigned as:

Grade	Percent of Grade
A	100% -90 % (970-868 points)
B	89% - 80 % (867-771 points)
C	79% - 70 % (770-674 points)
D	69% - 60% (673-578 points)
F	below 60% (577 & below)

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:

Please contact the professor regarding his/her policy for late work

Attendance Policy:

In addition to interaction via Desire2Learn 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 Desire2Learn, 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).

Procedures for Completion of Course Evaluation:

Upon completion of the course students should go to the [Advanced Programs Online Learning Information webpage](#) and click on the applicable semester link under "Online Course Evaluation" which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses.

Your responses will be kept confidential. They will be reviewed by the department and only supplied to the professor once grades for the course have been submitted.

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 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.

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
- Advanced Programs professor since 2010

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

- Freeman, E. K., Cox-Fuenzalida, L. E., & Stoltenberg, I. (2011). Extraversion and arousalprocrastination: Waiting for the kicks. *Current Psychology*, 30(4), 355-374.
- 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.
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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