



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5003-496: Theoretical Foundations in Human Relations

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 work place and helping theory in human services will be addressed.

Course Dates:

May 1 – August 31, 2019

Last day to enroll or drop without penalty: April 2, 2019

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)
E-mail Address:	cox-fuenzalida@ou.edu
Professor availability:	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 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. (2012). *Theory and practice of counseling and psychotherapy* (9th ed.). Florence, KY: Brooks/Cole. ISBN 9780840028549.
2. Morgan, G. (2006). *Images of organization*. Thousand Oaks, CA: Sage. ISBN 9781412939799.

3. See reading list for Post Seminar Assignment portion of the course.

OU Email:

All official correspondence from 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.

Instructional Strategies:

Class objectives will be obtained through the course with readings from your texts, lectures, in and out-of-class assignments (e.g., case studies), small group work, team presentations, papers, and active class discussions.

Recording Devices/Phones/Computers:

It is important for students to be fully present during class to fully benefit from lectures, discussions, and experiential assignments. Class sessions may not be tape-recorded. All telephones and pagers should be turned off or placed on silent mode. Computers may not be used during class. Students who require an exception to this policy should discuss exceptional circumstances with the professor.

Assignments, Grading, and Due Dates:

Please read the following descriptions of assignments and complete those as indicated before class begins.

Readings:

Corey text: This text is a good 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 it introduces 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.

Morgan text: This text provides an overview of common theories or models of organizations by presenting them as implicit images or metaphors. The unique exposition enables the reader to develop an appreciation of how changes occur in organizations. In addition, it provides practical steps leaders can use

to apply concepts learned. The text provides a readable overview and important insights into organizational dynamics and basic principles of organizational behavior.

Post Seminar Readings: Please see reading list for the **post seminar assignment** portion of this course.

Pre-Seminar “Theory Paper”:

Your task is to write a paper describing “**your personal theory of human behavior.**” The Corey and Morgan texts present several **formal** theories of human behavior from clinical and organizational perspectives, respectively. While they start from different perspectives, both approaches begin with basic assumptions about human behavior and then operationalize 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: “**Theory Paper Instructions**”. Please bring a hardcopy of your Theory Paper to the first class meeting. In addition, you will need to provide an electronic copy of this paper (e.g., emailed as an attachment) **due the first day of class**. If this creates a problem for you, please discuss it with the instructor.

[Theory Paper Total = 35 points; see Theory Paper section for details]

Group Projects/Presentations:

The class will be divided into groups for the purpose of completing group projects. All students will be expected to participate in the group project and contribute cooperatively and constructively to the presentation. Each student will be graded on: (1) contribution to group meetings/process and quality of overall group presentation [10 points], and individual contribution to the presentation [10 points]. The Case Study that will form the basis for the group project has been included with your syllabus. Please Note: You are receiving the case study to begin thinking about the project as we cover the material in class. You will be given time in class to work in groups to prepare your presentations.

Students will prepare and deliver group presentations. The purpose of these projects is to utilize educational and creative methods, while applying theory to more fully understand the topic assigned to the group. Research on these topics should be conducted employing outside sources. Fifteen to twenty minutes will be designated for each 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.

[Group Projects Total = 20 points]

Exam over readings, lectures, and discussions:

To be administered during the latter part of the class sessions. The exam will include short-answer essays [15 points] and a case study analysis [10 points]. The exam will be explained/described further in class.

[Exam Total = 25 points]

Attendance and Absences:

It is a policy of the Board of Regents of the University of Oklahoma that students must receive in some form the full complement of contact hours in a course. Therefore, you are expected to attend all class sessions. Absence also significantly affects the quality of participation in small group discussions and presentations, as well as planned exercises, not only for the student, but for classmates as well. Absence can be excused for legitimate reasons such as emergencies, military duties, dangerous weather conditions, etc. However, absence for social events, non-official university events, or other non-excused reasons can result in lowering your grade. As a general rule, every incident of unexcused absence will result in lowering your grade by one-third of a full grade. For example, a B+ will be lowered to a B; an A- will be lowered to a B+; etc. Any absence can be troublesome, but large numbers of hours (e.g., 4-6 hours or more) can be very serious, and may even result in your having to repeat the course. Please see the instructor if you face circumstances that may result in your absence.

Post Seminar Assignment:

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:

- a. Complete the reading and write a paper that has two sections as follows,
- b. Section 1: Describe the main points of the book — about 1-2 pages.
- c. 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.
- d. The paper should be typed and double-spaced. About 10-12 pages are expected, but most important is quality of thought, analysis, and exposition.

[Post Seminar Assignment Total = 20 points]

Post Seminar Assignment Due Date:

You can give me your papers in class, or email them to me (which is preferable) no later than 15 calendar days following the last day of the (HR5003) class, **September 15, 2019**

Post Seminar Assignment 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:

- a. **Summary**—Provide a summary of the theory.
- b. **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.
- c. **Strengths and Weaknesses**—Provide an analysis of strengths and weaknesses of the theory.

Grading:

This is a letter-graded course: A (90-100 points), B (80-89 points), C (70-79 points), D (60-69 points), or F (59 points or less). Grades for the course will be based on a student's combined score on the following:

Assignment	Due Date	Points
Theory Paper	First day of class	35
Attendance and group project	During class	20
Exam	During class	25
Post Seminar Assignment	Within 15 days after class, September 15, 2019	20
Total	N/A	100

Given the condensed format of this course, late papers, late presentations, and late exams will not be accepted.

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.

Student Check List

- _____ Complete readings (Corey and Morgan Texts).
- _____ Complete and submit your HR 5003 Pre-Seminar **“Theory Paper.”** **Please follow required format, see “Theory Paper Instructions” section for details.**
Due date: First night of class.
- _____ Complete group assignment.
Due date: Presentation due last day of class.
- _____ Complete Exam.
Due date: Last day of class. (To be announced.)
- _____ Select and read **Post Seminar Assignment** book/reading.
- _____ Complete and submit **Post Seminar Assignment** Paper.

Due Date: All assignments are due 15 days after the last day of class, September 5, 2019

Statement on Respect:

The classroom should provide a safe learning environment where students can express their views without fear of reprisal. That freedom of expression must be balanced by demonstrated respect for other's viewpoints and appropriate and reasonable sensitivity, especially within the context of scholarly disagreement. Disrespectful or uncivil dialogue (including, but not limited to, personal attacks, insults, or harassment) will not be tolerated.

Policy for Late Work:

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

Attendance Policy:

In addition to interaction via Canvas 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 Canvas, 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).

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.**

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 Corey and Morgan 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 read about in the Corey or Morgan 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.**

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 = 15 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 or Morgan 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 = 10 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 = 10 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 about 10 to 12 pages. 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.**

[Theory Paper Total = 35 points]

Case Study for Group Project: Theoretical Foundations of Human Relations

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

You are partners 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 your group in class!)

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).

Your 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 presentation 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 your group 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 there is a suggestion in your group for solving this case study, always ask yourself and other group members, “**How is that an expression of our theory?**” or “**In what way does that demonstrate our 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 group’s theory or simply offering what might otherwise be a “management decision.”

Some important steps: (1) Start by coming to agreement within your group on basic concepts, terms, etc. (i.e., structure, dynamics, etc.) of your theory, (2) If you disagree on the interpretation of basic concepts then identify those concepts on which you **do** have agreement (if need be, see instructor for clarification on critical concepts), (3) You don’t have to use all concepts in a theory; even a good working subset of 6-8 will suffice, and (4) Once you have agreed upon basic concepts, then (and only then!) apply them to the case study.

The presentations (typically 15-20 min per group) will be presented on the last day of class. Groups can choose whatever method (within reason!) they want to present (oral presentations, role playing, etc.). While not necessary, if you want to use PowerPoint, overheads, etc., be sure to check with the instructor regarding availability.

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 arousal procrastination: 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.
- 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