

HR 5003-223: Theoretical Foundations of Human Relations

Course Description:

This course is designed to expose students to fundamental theories upon which the practice of human relations is based, and to facilitate a greater understanding of how these theories can be applied by human relations professionals. A wide range of theories is studied relating to personal, social, and organizational applications. There is a strong emphasis on understanding psychological theory and learning how to actually use theory in practice. Personality theory and conceptual approaches in psychotherapy are featured, as well as studies relating to multicultural issues and social justice. Applications to management theory in the world of work and psychotherapy in human services are featured.

Class Dates, Location and Hours:

Dates: September 19-24, 2017
Location: Lakenheath, England. See Site Director for classroom location.
Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: August 21, 2017

Site Director:

Email: aplakenheath@ou.edu . Phone: 44-1638-52-6186; DSN 226-6186

Professor Contact Information:

Course Professor: Kirby Gilliland, Ph.D.
Mailing Address: University of Oklahoma
Department of Psychology
455 W. Lindsey St., Room 705
Norman, OK 73019
Telephone Number: (405) 325-4511 or 4552
E-mail Address: kirby@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Instructional Materials: Please read the following very carefully!

Required Readings:

The required readings for this course can be found on the OU Canvas site supporting this course. The readings are all in PDF format and can be downloaded and printed for your use. These readings are provided explicitly **for your use in this course only**. The transfer or distribution of these readings in any manner to anyone else is strictly prohibited.

Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu> , enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Preface to Readings:

This course provides an introduction to the fundamental theories of human behavior that are typically applied in Human Relations practice and research. Many of these theories have their origin in “personality theories” in the field of psychology. For that reason, many of the required readings below will refer to these theories as “theories of personality.” This course broadens the application of these theories within the context of personal, organizational, and societal behavior.

Course Readings: (Required)

Introduction to Theories of Human Behavior

Feist, J., Feist, G. J., & Roberts, T. (2013). Introduction to personality theory. In *Theories of personality* (pp. 2-15). New York: McGraw-Hill.

Psychoanalytic Theory

Hall, C. S., Lindzey, G., Loehlin, J. C., & Monosevitz, M. (1985). Classical psychoanalysis: Sigmund Freud. In *Introduction to personality theory* (pp.28-66). New York: John Wiley & Sons. [FREUD]

Interpersonal—Individual Theory

Olson, M. H., & Hergenhahn, B. R. (2011). Alfred Adler. In *An introduction to theories of personality* (pp. 95-124). Upper Saddle River, NJ: Pearson Education. [ADLER]

Humanism

Hall, C. S., Lindzey, G., Loehlin, J. C., & Monosevitz, M. (1985). Holism and humanism: Abraham Maslow and Carl Rogers. In *Introduction to personality theory* (pp.28-66). New York: John Wiley & Sons. [MASLOW, ROGERS]

Learning/Behavioral Theory

1. Liebert, R. M., & Spiegler, M. D. (1994). Radical behavioral approach. In *Personality: Strategies and Issues* (pp. 382-411). Belmont, CA; Brooks/Cole Publishing Company. [PAVLOV, SKINNER—Classical Conditioning, Operant Conditioning]
2. Hall, C. S., Lindzey, G., Loehlin, J. C., & Monosevitz, M. (1985). Personality and social learning: Albert Bandura and Walter Mischel. In *Introduction to personality theory* (pp.28-66). New York: John Wiley & Sons. [BANDURA, MISCHEL—Observational Learning, Social Learning]

Cognitive-Behavioral Theory

Engler, B. (2014). Cognitive-behavioral theories. In *Personality theories: An introduction* (pp.394-419). Belmont, CA: Wadsworth [ELLIS, BECK, LAZARUS—Rational Emotive, Cognitive Psychotherapy, Multimodal Therapy]

Organizational/Management Theory

Hersey, P., Blanchard, K. H., & Johnson, D. E. (1996). Motivation and behavior. In *Management of organizational behavior: Utilizing human resources* (pp.24-63). Upper Saddle River, NJ: Prentice-Hall. [Demonstrates application of theories of human behavior listed above and adds selective organizational theories.]

Diversity, Multiculturalism, And Social Justice

Brazzel, M. Diversity and social justice: Practices for OD Practitioners. (2014). In J. Vogelsang, et al (Eds). *Handbook for strategic HR: Best practices in organization development from the OD Network*. (pp.168-176). New York: The Organizational Development Network.

Readings for Post Seminar Assignment:

See reading list and instructions for the post-seminar assignment.

Recommended Textbooks (Not Required)

For those who want more in-depth information about theories covered in this course, the following optional textbooks serve as good reference books:

1. Hall, C. S., Lindzey, G., & Campbell, J. B. (1997). *Theories of personality*. New York: Wiley. ISBN 9780471303428. [This is “the” classic comprehensive textbook on personality theory. It emphasizes descriptions of the major theories, but it does not cover contemporary research to any large degree. It is typically used for upper-division and graduate-level coursework. This would be a good choice for a student who has a serious and committed interest in personality

theory and/or a student who has had some previous exposure to personality theory but wants more depth. It is also a superb reference textbook. This textbook is rich and detailed, but it can also be quite challenging.]

2. Monte, C. F. & Sollod, R. N. (2008). *Beneath the mask: An introduction to theories of personality* (8th ed.). New York: Wiley. ISBN 9780471724122. [This textbook is typically used for upper-division and graduate-level coursework. It has comprehensive chapters on major theories and provides ancillary material on the development of the theories from an historical perspective. It would be a good choice for a student who has a serious and committed interest in this area and/or a student who has had some previous exposure to personality theory—also a good reference textbook. Perhaps more approachable than the Hall et al. textbook.]
3. Cervone, D. & Pervin, L. A. (2013). *Personality theory and research* (12th ed.). New York: Wiley. ISBN 9781118360057. [This textbook provides good coverage of major personality theories and also includes summary sections on research related to each theory. It is typically used for introductory or upper-division level coursework. This would be a good choice for a student who has an interest in very readable summaries of the theories and is interested in research that has evolved from the theories.]
4. Olson, M. H. & Hergenhahn, B. R. (2010). *An introduction to theories of personality* (8th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN 9780205798780. [This is a very readable textbook focusing primarily on major personality theories. It is typically used for introductory courses. This would be a good choice for a student who has never had previous exposure to personality theory and would like a very approachable textbook. Research coverage is light.]

Theories of Organizational Behavior/Management

1. Hersey, P., Blanchard, K. H., & Johnson, D. E. (1996). *Management of organizational behavior: Utilizing human resources* (7th ed.) (pp.24-63). Upper Saddle River, NJ: Prentice-Hall. ISBN 9780132617697. [This is a very readable and comprehensive review of management and organizational behavior.]
2. Schermerhorn, J. R., Hunt, J. G., & Osborn, R. N. (2004). *Core concepts of organizational behavior*. New York: Wiley & Sons. ISBN 97870471391821. [Presents the basic foundations of organizational behavior. Briefer than Hersey et al. 1996 (above), but covers many basic fundamentals of organizational behavior and management theory.]

Course Objectives:

- To understand the fundamental principles of various theoretical orientations forming the foundation of Human Relations practice.
- To learn specific practices/techniques associated with theory to enhance analysis and develop intervention strategies, whether in counseling, human resources, or management.
- To increase understanding of how one's theoretical orientation may affect one's behavior, perspectives, biases, and value systems when interacting with other people.
- 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.
- To develop an appreciation for theory in explicating complex human interactions.
- To develop critical thinking in relation to theories, especially regarding the role of theory in guiding ethical behavior in Human Relations professionals.
- To develop a repertoire of theories to facilitate reaching solutions in Human Relations problems.

Instructional Strategies:

During the course, combinations of the following instructional methods will be used: Lectures, case studies, discussions, small group work, team presentations, and PowerPoint presentations

Assignments, Activities, Grading and Due Dates:

Please read the following descriptions of assignments and complete those noted **before class begins**.

Readings:

Required course readings are listed above. Please see reading list for the post seminar assignment portion of this course on page 5 of this syllabus.

Primary “Theory Paper”:

You will be writing a unique paper for this course. Your task is to write a paper describing “your theory of human behavior.” The required readings present several **formal** theories of human behavior from clinical and organizational perspectives. While these theories start from different perspectives, they each begin with the author’s basic assumptions about human behavior. The author 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 a theory! Your Theory Paper will have a very specific format that you need to follow. (See section below titled: “Theory Paper” Instructions.) You need to bring a hardcopy of your Theory Paper to the first class meeting. In addition, you will be providing an electronic copy of this paper (preferably emailed as an MS Word attachment) during or before the week 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 Project/Presentations:

The class will be divided into groups for the purpose of completing group projects. All students will be expected to participate in these projects and contribute cooperatively and constructively to the group project (to be described in class in more detail). Each student will be graded on: (1) contribution to group meetings/process and quality of overall group presentation [5 points], and individual contribution to the presentation [5 points]. **[Group Projects Total = 10 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 [25 points] and a case study analysis [10 points]. The exam may be administered in class on the last day of class or it may be “take home” (given on the second to the last day of class). The exam will be explained/described fully in class. **[Exam Total = 35 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 from class 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, tardiness and unexcused absence can result in lowering your grade, and large numbers of hours absent (e.g., 4-6 hours or more) can be very serious and may even result in your having to repeating 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 from this class 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 of most interest to you.

Then follow the steps below: **[Post Seminar Assignment Total = 20 points]**

- 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. Please staple your pages together – no folders, please. About 10-12 pages are expected, but most important is quality of thought, analysis, and exposition.
- e. Be aware that Options 1-3 and Option 4 **have different writing requirements for the PSA paper.**

Post Seminar Assignment Due Date: October 15, 2017. You can give me papers in class, or email (which is preferable) or mail your report to me.

Post Seminar Assignment Reading Options (Not provided by Advanced Programs):

Option 1: Interpersonal Relations/Public Relations:

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

Option 2: Leadership/Management/Organizational Behavior:

1. Harrison, Patricia (1994). *A seat at the table: An insider's guide for America's new women leaders*. New York: Mastermedia Ltd. ISBN 1571010130.
2. Quinn, Robert (1996). *Deep change: Discovering the leader within*. Hoboken NJ: Jossey-Bass. ISBN 0787902446.
3. Kets de Vries, Manfred (1985). *Leaders, fools, and impostors*. New York: Wiley.
4. Sample, Steven (2002). *The contrarian's guide to leadership*. Hoboken, NJ: Jossey-Bass. ISBN 0787955876.
5. Belasco, James & Stayer, Ralph (1993). *Flight of the buffalo*. London: Warner Books. ISBN 0446670081.

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

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

Option 4: Basic Theory of Human Behavior Option:

If you do not find the topics and books above to be of interest, then you have one other option. Select any major theorist from the following list who is **not** covered extensively in the required readings:

1. Melanie Klein or Heinz Kohut (object relations and narcissism)
2. George Kelly (cognitive theory)
3. Gordon Allport (trait theory)
4. Kurt Lewin (field theory)
5. Wilson and/or Barash (sociobiology)
6. Henry Murray (need theory)
7. Karen Horney (feminine psychology)
8. Other theorists may be possible, but only with approval of the instructor.

Writing requirements for Option 4:

Write a paper with the following sections.

1. Summary: Summary of the theory.
2. 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.
3. Strengths and Weaknesses: Provide an analysis of strengths or weaknesses of the theory.

Note on Writing Assignments:

Typically, all writing assignments will be submitted to Turnitin, an electronic assessment system for determining similarity with other written/published work.

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	10
Exam	During class	35
Post Seminar Assignment	October 15, 2017	20
Total	N/A	100

Notice: Failure to meet assignment due dates could result in a failing grade or a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Statement on Respect:

The classroom should provide a supportive 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.

Statement on the Use of Personal Electronic Devices:

Personal computers or tablets may be used for note taking or completing in-class assignments provided they are used in a manner that is not distracting to other students. At no time during class time may personal electronic devices (including computers tablets, cell phones, etc.) be used for incidental web browsing, gaming, video viewing, texting, voice communication, or any other non-course-related activity. The use of personal electronic devices for voice, photographic, or video recording during or related to this course is prohibited without prior approval of the instructor the.

The MHR Program Planner:

Students should become familiar with the MRH Program Planner, which was sent to each student upon admission. The Planner has a description of the HR program and helpful information about such topics as graduate study, financial support, graduation information, and of particular interest, information on comprehensive exams and internships.

Department of Human Relations Web Site: <http://humanrelations.ou.edu>.

“Theory Paper” Instructions

Please read and follow the instructions in this section carefully!

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.

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 required readings for the course present several **formal/scientific** 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 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 assigned readings, as well as other sources, 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 required readings. In fact, it could be a combination of two or more, or it could be a blend of a theory (or 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 to which you apply it (e.g., counseling, clinical, human resources, organizational, general human interaction, etc.). **Theory Paper Total = 35 points**

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 required readings. However, I am looking for sufficient detail and breadth of coverage so that I can recognize a well-considered theory.

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, etc.** 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.

This section should represent 40-50% of your paper.

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:

The Human Relations Department has generally adopted the American Psychological Association (APA) Publication Manual as its writing style format. If you do not own a copy of this manual, you should seriously consider purchasing a copy. It provides extensive information not only about paper formatting, but also valuable information about writing technique and word usage.

Your papers for this course should be typed (word processed) and double-spaced. Please proofread. 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 are fine. If you get interested and enthused with the assignment, more pages are welcome. Of highest importance is quality of thought, analysis, and exposition.

You will be writing a unique paper for this course. Your task is to write a paper describing “your theory of human behavior.” The required readings present several **formal** theories of human behavior from clinical and organizational perspectives. While these theories start from different perspectives, they each begin with the author’s basic assumptions about human behavior. The author 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 a theory! Your Theory Paper will have a very specific format that you need to follow. (See section below titled: “Theory Paper” Instructions.) You need to bring a hardcopy of your Theory Paper to the first class meeting. In addition, you will be providing an electronic copy of this paper (preferably emailed as an MS Word attachment) during or before the week 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]**

Student Check List

- ___ Complete required readings.
- ___ Complete and submit your HR 5003 “**Theory Paper**” **Be sure to follow the format!**
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. Be sure to follow Format!**
Due Date: October 15, 2017. All assignments are due 21 days after the last day of class.

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

Kirby Gilliland, Ph.D.

David Ross Boyd Professor Emeritus of Psychology

Education

- 1971 B.A. in Psychology, San Jose State University
- 1973 M.A. in General Experimental Psychology, San Jose State University
- 1976 Ph.D. in Experimental and Clinical Psychology, Northwestern University

Current Positions

- Advanced Programs Professor since 1996
- Past Director, Center for the Study of Human Operator Performance (C-SHOP), OU
- Past Chair, Department of Psychology, University of Oklahoma
- Licensed Psychologist (active), State of Oklahoma (Specialty: Clinical Psychology)

Frequently Taught Advanced Programs Courses

- HR 5003 Theoretical Foundations in Human Relations
- HR 5573 Personality and Personality Disorders

Major Areas of Teaching and Research Interest

- Personality theory and research; Computerized task battery assessment
- Biologically-based theories of personality and selected clinical research areas
- Relationship between personality, human performance, and psychophysiology;

Representative Publications and Presentations

- Gilliland, K. (1980). The interactive effect of introversion-extraversion with caffeine induced arousal on verbal performance. *Journal of Research in Personality, 14*, 482-492.
- Gilliland, K., & Andress, D. (1981). Ad-lib caffeine consumption, symptoms of caffeinism, and academic performance. *American Journal of Psychiatry, 138*, 512-514.
- Gilliland, K., & Schlegel, R.E. (1995). Readiness-to-perform testing and the worker. *Ergonomics in Design, January*, 14-19.
- Schlegel, R. E., Shehab, R., Gilliland, K., Fry, T., Walker, D., & Bray, T. (2003). Shuttle and international space station Remote Manipulator System (RMS) operator training and performance metrics. *Habitation: International Journal for Human Support Research, 9* (3/4), 157-158.
- Roebuck-Spencer, T.; Vincent, A. S., Twillie, D. A., Logan, B. W., Lopez, M., Friedl, K. E., Grate, S. J., Schlegel, R. E., & Gilliland, K. (2012). Cognitive Change Associated with Self-Reported Mild Traumatic Brain Injury Sustained During the OEF/OIF Conflicts. *Clinical Neuropsychologist, 26*, 3:473-489.
- Numerous regional, national, and international presentations, and externally-funded research projects sponsored by FAA, US Army, US Air Force, NASA, and three U.S. Congressional Allocations: Total over \$12M.

Representative Honors and Awards Received

- David Ross Boyd Professorship, 2001; Emeritus Professor, 2016
- University of Oklahoma Regents' Award for Superior Teaching, 1994
- University of Oklahoma Associates Distinguished Lecturer, 1984-1985
- American Psychological Association, Division Two Teaching Award, Honorable Mention, 1983
- AMOCO Teaching Award, University of Oklahoma, 1979

Major Professional Affiliations

- American Psychological Society; Southwestern Psychological Association
- International Society for the Study of Individual Differences
- Midwestern Psychological Association; Human Factors and Ergonomics Society