

PSYD30H3 Current Topics in Personality Psychology

PROFESSOR: Oren Amitay, Ph.D. (Clinical Psychology)
CLASS TIMES: Mondays from 12:00 to 2:00 in MW120
OFFICE HOURS: Mondays from 2-3 or 5-7, by appointment
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INTRANET *****YOU** are responsible for checking INTRANET frequently for the readings and critical class news/updates/information****

This course is intended to advance students' understanding of various issues in personality theory and research. Each week we will examine journal articles on different themes in personality psychology to help you recognize the strengths and limitations of the different constructs involved in this field and the methods employed in investigating these phenomena.

METHOD OF EVALUATION:

Take-home Exam (June 16)	25%	Covering May 5 - June 9
Class Participation	10%	Evaluated over all 10 classes
Presentation and Discussion Leader	10%	
Term Paper	25%	Due July 7
Final Exam (During Final Exam Period)	30%	Covering June 16 – July 28

You are responsible for reading the articles **BEFORE** class and your participation grade will reflect both your attendance (mandatory) and ability to understand and discuss the course material. The **Take-home Exam** will be discussed in class and on Intranet. The **Final Exam** will be comprised of a variety of types of questions, from short answer to essay to objective measures, and will test your understanding of material/information covered in class and in the journal articles. If you miss the Final Exam, you will have to provide proper medical documentation and petition to be allowed to write a deferred Final Exam during the next exam period (up to four months away). ****ALL components must be completed to pass this course.****

TERM PAPER:

Intranet contains a detailed document explaining the **Term Paper**. In short, you will be required to come up with a "fantasy study" that demonstrates your appreciation for some of the problems that limit theory and research in the field of Personality. Your creativity in avoiding and addressing these problems is also required for this **eight- to ten-page paper** (approximately **2500 words**) with at least **ten acceptable references**. Intranet contains a step-by-step guide on how to present your work in the "gold standard" of psychology, **APA style**. Make sure to read these documents so you do not unnecessarily lose points.

If you are not comfortable with your writing abilities, or would like a quick refresher on specific topics, then be sure to make use of the following two excellent resources:

UTSC Writing Centre: AC 210, <http://www.utsc.utoronto.ca/~tlsweb/TWC/index.htm> (offers 20 min. drop in sessions, or 50 min. 1-1 sessions)

U of T Advice on Academic Writing: <http://www.utoronto.ca/writing/advise.html> (great source of materials on writing)

COURSE OUTLINE and READINGS:

May 5 Introduction to course/overview

NO READINGS

May 12 The Big Five and Personality Disorders

Bagby, R. M., Costa, P. T., Widiger, T. A., Ryder, A. G., & Marshall, M. (2005). DSM-IV personality disorders and the five-factor model of personality: A multi-method examination of domain and facet-level predictions. *European Journal of Personality, 19*, 307-324.

Miller, J. D., Bagby, M. R., & Pilkonis, P. A. (2005). A comparison of the validity of the Five-Factor Model (FFM) personality disorder prototypes using FFM self-report and interview measures. *Psychological Assessment, 17*, 497-500.

COURSE OUTLINE and READINGS (continued):

May 19 **HOLIDAY**

May 26 Projective Techniques vs Objective Tests in Personality Assessment

Erickson, S. K., Lilienfeld, S. O., & Vitacco, M. J. (2007). A critical examination of the suitability and limitations of psychological tests in family court. *Family Court Review*, 45, 153–170.

Erard, R. E. (2007). Picking cherries with blinders on: A comment on Erickson et al. (2007) regarding the use of tests in family court. *Family Court Review*, 45, 175–184.

June 2 Projective Techniques vs Objective Tests (continued); Dependency and Self-Criticism

Erickson, S. K., Lilienfeld, S. O., & Vitacco, M. J. (2007). Failing the burden of proof: The science and ethics of projective tests in custody evaluations. *Family Court Review*, 45, 185–192.

Zuroff, D. C., Mongrain, M., & Santor, D. A. (2004). Conceptualizing and measuring personality vulnerability to depression: Comment on Coyne and Whiffen (1995). *Psychological Bulletin*, 130, 489–511.

June 9 Dependency and Self-Criticism (continued)

Coyne, J. C., Thompson, R., & Whiffen, V. (2004). Is the promissory note of personality as vulnerability to depression in default? Reply to Zuroff, Mongrain, and Santor (2004). *Psychological Bulletin*, 130, 512–517.

Zuroff, D. C., Mongrain, M., & Santor, D. A. (2004). Investing in the personality vulnerability research program—Current dividends and future growth: Rejoinder to Coyne, Thompson, and Whiffen (2004). *Psychological Bulletin*, 130, 518–522.

June 16 Trait Emotional Intelligence *****Take-Home Exam is Due Today*****

Petrides, K. V. & Furnham, A. (2003). Trait emotional intelligence: Behavioural validation in two studies of emotion recognition and reactivity to mood induction. *European Journal of Personality*, 17, 39-57.

June 23 Group Presentation 1*

June 30 **HOLIDAY**

July 7 Group Presentation 2* *****Term Paper is Due Today*****

July 14 Group Presentation 3*

July 21 Group Presentation 4*

July 28 Group Presentation 5*

The articles referenced above are available to PSYD30H3 students for download from **Intranet**.

* Each group will provide me with an **electronic copy** of your article at **least one week prior** to your presentation, and I will upload it to Intranet for your colleagues. The format and expectations of the presentations will be discussed further in class and on Intranet.

Policies on academic integrity:

Please review the UTSC Code on Academic Behaviour:

http://www.utsc.utoronto.ca/courses/calendar/University_of_Toronto_Policies.html#Code_of_Behaviour_on_Academic_Matters

AccessAbility:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

The preceding schedule, policies, procedures, and assignments in this course are subject to change. Any changes will be discussed in class and agreed upon by students beforehand.