Personality Disorders (PSYD32H3 S Lecture 1)

COURSE SYLLABUS – SPRING 2012

Instructor: Dr. Anthony C. Ruocco
Class Time and Location: Tuesdays @ 1:00pm-3:00pm in Bladen Wing, Room 361
Office Hours and Location: Tuesdays @ 11:00am-1:00pm in Science Wing, Room 513
Email: anthony.ruocco+PSYD32@gmail.com
Phone: (416) 208-2762
Required Textbook: O'Donohue, W., Fowler, K. A., & Lilienfeld, S. O. (2007). *Personality disorders: Toward the DSM-5*. Thousand Oaks, CA: Sage Publications, Inc.

Please note: Course announcements will generally be made through Blackboard. Please monitor the course website regularly for important announcements.

Personality Disorders is a seminar course designed to provide you with an in-depth understanding of the latest research findings for a group of disorders which are often overlooked, underappreciated and stigmatized – the personality disorders. With the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders on the horizon, we are witnessing radical changes to the definition of personality disorders and the ways in which they are conceptualized and consequently diagnosed. You may find this seminar course different from a typical lecture course because you will be encouraged to engage in discussion and debate with your peers about what personality disorders are and how best to define them. Through this course, you will also have the opportunity to make important contributions to the preparation of a research paper and maybe even get portions of it published in a scientific journal. By the end of this course, you will have acquired the skills to do the following:

1. Describe the proposed changes to defining personality disorders in the next edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5);
2. Identify the key causes and most effective treatments for the personality disorders based on the latest research findings; and
3. Understand how to perform a literature search and conduct a literature review based on a specific personality disorder and then prepare a manuscript for publication in a scientific journal.

Course Evaluation:

10%   Literature Search Results
20%   Group Presentation of Literature Review
10%   Outline of Research Paper
10%   Class Participation
50%   Final paper

Weekly Topics, Readings and Important Dates

WEEK	DATE	TOPIC
1	January 10	Introduction, review of syllabus, student survey, and What are Personality Disorders? *Reading: Chapter 1 – Personality Disorders in Perspective*
2	January 17	Toward the DSM-5, assignment of topics to groups, and how to perform a literature search *Reading: Chapter 2 – Alternatives to DSM-IV: Axis II*
3	January 24	Obsessive-Compulsive Personality Disorder *Reading: Chapter 12*
4	January 31	Borderline Personality Disorder *Reading: Chapter 7* **Due: Literature Search Results (use template provided on Blackboard)**
5	February 7	Schizotypal Personality Disorder *Reading: Chapter 5* **Group Presentations 1 & 2**
6	February 14	Avoidant Personality Disorder *Reading: Chapter 10* **Group Presentations 3 & 4**
	February 21	*READING WEEK (NO CLASS)*
7	February 28	Antisocial Personality Disorder *Reading: Chapter 6* **Due: Detailed outline for research paper (see guide below)**
8	March 6	Histrionic Personality Disorder *Reading: Chapter 8*
9	March 13	Narcissistic Personality Disorder *Reading: Chapter 9*
10	March 20	Paranoid Personality Disorder *Reading: Chapter 3*
11	March 27	Schizoid Personality Disorder *Reading: Chapter 4*
12	April 3	Dependent Personality Disorder *Reading: Chapter 10* **Due: Final paper (submit electronically via TurnItIn.com and hard copy in class)**
	April 9	Last day of classes and last day for submission of term assignments in S courses.
	April 11	Last day to drop UTSC Y & S courses and have them remain on the transcript with a grade of LWD indicating withdrawal without academic penalty. After this date grades are recorded on transcripts whether course work is completed or not (with a '0' assigned for Incomplete work) and they are calculated into GPAs.

<u>Description of Course Evaluations</u>

Class Participation (10%) will be assessed by weekly attendance and participation in discussion of weekly presentations.

Topic of Research Paper and Related Assignments: Obsessive-Compulsive Personality Disorder in DSM-5

Have you ever wondered what goes into preparing a manuscript for publication in a scientific journal? The series of assignments upon which your final paper is based will give you a glimpse into the steps that go into writing a scientific manuscript – which may eventually get published as part of a larger manuscript with you possibly as a co-author! Currently, personality disorders are a hot topic in the field of mental illness because they are undergoing fundamental changes in their definition, which may have important implications for how patients suffering with these illnesses are diagnosed and treated. Many of these revisions to individual personality disorders are driven by research findings, whereas others do not appear to be supported by the scientific literature. Obsessive-compulsive personality disorder is one of the personality disorders which are likely to survive, albeit in a revised form, in DSM-5; however, there have been no systemic reviews addressing important questions regarding the validity of this disorder. The purpose of your assignments, group presentation, and research paper are to familiarize you with the step-by-step procedures for preparing a manuscript to address this critical question:

What evidence is there to support obsessive-compulsive personality disorder as a bona fide personality disorder?

You will be separated into groups of five members each during the second meeting of this class. The first step is for you (individually, not as a group) to conduct a literature review based on your assigned topic. We will review how to perform a literature search during the second week of class. The topics assigned to each group are as follows:

1. **Prevalence and Predictive Utility of Obsessive-Compulsive Personality Disorder:** The crucial question here is: What is so *important* about OCPD that it requires more research and attention? Some questions to get at this issue include: How prevalent is OCPD in the general population and psychiatric settings (inpatients, outpatients)? Is OCPD related to important outcomes such as functional disability (see Skodol et al., 2002), suicide risk (see Diaconu & Turecki, 2009), and higher mental health care costs and economic productivity losses (see Soeteman et al., 2008)?

2. **Categorical and/or Dimensional Nature of Obsessive-Compulsive Personality Disorder:** Does OCPD represent a discrete category (i.e., clear boundaries) or is it better represented by a continuum (see Trull & Durrett, 2005)? For example, do two specific personality trait dimensions (perfectionism and aggressiveness) underlie OCPD (see Benjamin et al., 2008)? If so, what dimensional system might be most useful (e.., Five-Factor Model of Personality) and what is the evidence for this?

3. **Comorbidity of Obsessive-Compulsive Personality Disorder with Axis I and other Axis II Disorders:** What is the pattern and extent of comorbidity between OCPD and other psychiatric disorders? Should OCPD be classified as part of an obsessive-compulsive spectrum in DSM-5 (see Fineberg et al., 2007)?

4. **Reliability and Temporal Stability of Obsessive-Compulsive Personality Disorder:** Can OCPD be reliably diagnosed by clinicians? How stable is the diagnosis of OCPD over time (see Grilo et al., 2004, and Sanislow et al., 2009)?

5. **Genetic and Neurobiological Aspects of OCPD:** How genetically heritable is OCPD (see Livesely et al., 1998; Nigg & Goldsmith, 1994)? What are the neurobiological and neuropsychological correlates of OCPD (see Ruocco & Swirsky-Sacchetti, 2007; Yovel et al., 2005)?

6. **Pharmacological and Psychotherapeutic Treatments:** What treatments are most effective for OCPD (see Ekseliusand & Von Knorring, 1998, and Cavedini et al., 1996)? How do OCPD traits influence the treatment of Axis I and other Axis II disorders (see Perry et al., 2007)?

Literature Search Results (10%) *Due Date: January 31, 2012*
Your job is to conduct a comprehensive and exhaustive literature search for your assigned research topic. This means that you should use appropriate search engines (e.g., Pubmed, PsycINFO, Google Scholar), locate relevant research articles, and review the references sections of the articles you have located for pertinent articles and retrieve those which may be relevant to your research topic. Complete the assignment template located on Blackboard (under the "Content" tab, filename: literature_search.doc) and email the completed template as an attachment to: **anthony.ruocco+PSYD32@gmail.com.**

Group Presentation of Literature Review (20%) *Dates: February 7 and 14, 2012*
Now that you have conducted your comprehensive literature search, you will present a summary of this literature in a 25-minute presentation (each group member will therefore present for five minutes). It is important that you organize the research you present in a conceptual manner such that similar research articles are summarized by one or more group members. For example, for Topic 1 above, one person might present prevalence data, the next person might describe research on functional disability, and so forth.

Outline of Research Paper (10%) *Due Date: February 28, 2012*
With your literature search complete and conceptually organized, you will now individually construct a detailed outline of your research paper (see example on Blackboard). This should be no more than two pages and should guide your writing of the final research paper. Email as an attachment to: **anthony.ruocco+PSYD32@gmail.com.**

Final Paper (50%) *Due Date: April 3, 2012*
The final paper consists of a written report written by you (individually – this is not a group paper). Requirements for the paper include no less than 10 single-sided pages (double-spaced, Times New Roman font, 12-point size) and the entire paper (including but not limited to title page, headings, and references) must conform to American Psychological Association style (as presented in the Sixth Edition of the Publication Manual of the American Psychological Association).

A note on plagiarism: Please review this website which describes tips on how not to plagiarize: http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize. You will submit your final written report to the turnitin.com site. Turnitin.com is a tool that assists in detecting textual similarities between compared works (i.e., it is an electronic resource that assists in the detection and deterrence of plagiarism). Detailed instructions on setting up your account can be found at http://www.turnitin.com.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

You must submit a *hard copy* of your paper on the final scheduled class meeting (April 3, 2012) AND you should submit an *electronic copy* of your paper through turnitin.com by the last day for submission of term assignments (April 8, 2011).

Steps for you to set up your own account and submit papers are described on this web site: http://www.teaching.utoronto.ca/teaching/academicintegrity/turnitin/guide-students.htm

To sign up, you will need the **Class ID (4591013)** and **Class Enrolment Password (dsm5)**.

Accessibility:

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 Access*Ability* Services Office as soon as possible. I will work with you and Access*Ability* Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC Access*Ability* 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.

Video and Auditory Recording

For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on *Appropriate Use of Information and Communication Technology*. Note, however, that these guidelines include the provision that students may obtain consent to record lectures and, "in the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld."

Academic Integrity:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's *Code of Behaviour on Academic Matters* (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see http://www.utoronto.ca/academicintegrity/).

Grade Scales and Meaning of Grades

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 - 100%	A+	4.0
85 - 89%	A	4.0
80 - 84%	A-	3.7
77 - 79%	B+	3.3
73 - 76%	B	3.0
70 - 72%	B-	2.7
67 - 69%	C+	2.3
63 - 66%	C	2.0
60 - 62%	C-	1.7
57 - 59%	D+	1.3
53 - 56%	D	1.0
50 - 52%	D-	0.7
0 - 49%	F	0.0

Please note that assignment of an "A" grade in this course indicates that your work suggests that you are prepared for post-graduate work.

TEMPLATE FOR LITERATURE SEARCH ASSIGNMENT (DOWNLOAD FROM BLACKBOARD)

<u>Literature Search for Topic:</u> <mark>**Please fill in with your assigned topic**</mark>

Date of Submission: Student First and Last Name:

Please list all references relevant to your research topic in the table below. Expand the number of rows as needed (minimum 10 references are required). Use the relevancy notes column as a reference for how the research article relates to your assigned research topic (for example, "prevalence rate", "temporal stability of diagnosis", "neuropsychological study"). Email as an attachment to <u>anthony.ruocco+PSYD32@gmail.com</u>.

	Reference in APA (6th Edition) style (automatic formatting software allowed)	Relevancy Notes
1		
2		
3		
4		
5		
6		
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