

**PERSONALITY DISORDERS (PSYD32H3 Y LEC01)**

**COURSE SYLLABUS – SUMMER 2012**

**Instructor:** Anthony C. Ruocco, Ph.D., C.Psych

**Class Time and Location:** Wednesdays @ 10:00am-12:00pm in MW (Social Sciences Building), Room 262

**Office Hours and Location:** Wednesdays @ 12:00pm-2:00pm in Science Wing, Room 513

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**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 therefore, 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 fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5);
2. Identify the key causes and most effective treatments for personality disorders based on the latest research findings; and
3. Contribute to the design and dissemination of a research-based survey and prepare a manuscript based on the survey results for possible publication in a scientific journal.

**Course Evaluation:**

10%	Class Participation
10%	Assignment
20%	Group Presentation
20%	Outline of Final Paper
40%	Final Paper

**Weekly Topics, Readings and Important Dates**

<b>WEEK</b>	<b>DATE</b>	<b>TOPIC</b>
<b>1</b>	May 9	Review of Syllabus, Student Entrance Survey, and Introduction: What <i>are</i> Personality Disorders? <i>Reading: Chapter 1 – Personality Disorders in Perspective</i>
<b>2</b>	May 16	Toward the DSM-5 and “Brainstorming” Session for Survey Guest Speaker: Dr. R. Michael Bagby (Lead for DSM-5 Field Trial at Centre for Addition and Mental Health) <i>Reading: Chapter 2 – Alternatives to DSM-IV: Axis II</i> <b>Due on Tuesday, May 15: Assignment</b>
<b>3</b>	May 23	Paranoid Personality Disorder <i>Reading: Chapter 3</i>
<b>4</b>	May 30	Schizoid and Schizotypal Personality Disorders <i>Reading: Chapters 4 &amp; 5</i>
<b>5</b>	June 6	Antisocial Personality Disorder <i>Reading: Chapter 6</i>
<b>6</b>	June 13	Borderline Personality Disorder <i>Reading: Chapter 7</i>
<b>7</b>	June 20	Group Presentations of Survey Results
	June 27	<b>READING WEEK (NO CLASS)</b>
<b>8</b>	July 4	Histrionic Personality Disorder <i>Reading: Chapter 8</i> <b>Due: Outline of Final Paper</b>
<b>9</b>	July 11	Narcissistic Personality Disorder <i>Reading: Chapter 9</i>
<b>10</b>	July 18	Avoidant Personality Disorder <i>Reading: Chapter 10</i>
<b>11</b>	July 25	Dependent Personality Disorder <i>Reading: Chapter 11</i>
<b>12</b>	August 1	Obsessive-Compulsive Personality Disorder, Question & Answer Session about Graduate Studies in Clinical Psychology, and Student Exit Survey <i>Reading: Chapter 12</i> <b>Due: Final Paper (submit electronically via TurnItIn.com and hard copy in class)</b>
	August 7	Last day of classes and last day for submission of term assignments in Y courses.
	August 12	Last day to drop UTSC S and Y courses (on eService only) and have them remain on the transcript with a grade of LWD indicating withdrawal without academic penalty. After this date grades are assigned whether or not course work is completed (with a '0' assigned for incomplete work) and are calculated into GPAs.

**Topic of Research Paper and Related Assignments: *Undergraduate Education in Psychology: Personality Disorders Coverage***

Many scientists are now of the opinion that the personality disorders are finally “coming of age.” This is not surprising when you consider a number of recent developments. First and foremost, personality disorders are undergoing drastic revisions in the next edition of the Diagnostic and Statistical Manual of Mental Disorders. This will have significant consequences for individuals *currently* diagnosed with personality disorders because they may or may not continue to meet criteria for these disorders when the new diagnostic manual is released and implemented in 2013. But other monumental events are also taking place. Only within the last year, the developer of perhaps the most popular and effective treatment for borderline personality disorder, Dr. Marsha Linehan, disclosed that she was diagnosed with this disorder as a teenager (see *New York Times*, June 23, 2011, “Expert on Mental Illness Reveals Her Own Fight”). Recently, a well-known National Football League player, Brandon Marshall, held a news conference to reveal his struggle with borderline personality disorder and he is quickly becoming the new face of this illness (see his public awareness campaign website at [www.projectborderline.com](http://www.projectborderline.com)). Public outcry over the need for greater access to public services for patients with personality disorders is reaching a critical point as the waiting lists for treatments to reduce dangerous and self-harming behaviours in these patients stretch out to several *years*.

Despite increasing awareness of these disorders on the part of the general public, our knowledge of how formal educational programs prepare psychology students with the requisite knowledge about personality disorder is very limited. This is especially true at the undergraduate level despite the fact that many students acknowledge that they themselves have been affected by personality disorders whether through family, friends, or their own personal struggles. Clearly, more research is needed to evaluate the existing strengths and possible deficiencies in undergraduate education in personality disorders. This is where you come in.

You will take part in developing questions for a survey of undergraduate students in psychology and related disciplines. The survey will be distributed to hundreds of undergraduate students, including recent graduates, and their responses will be collected electronically. As part of a group, you will present a portion of the survey results to the class. You will then prepare an outline of your final paper, which will present the results of this survey. Detailed feedback will be provided on your outline and you will be encouraged to work with your professor until you have a strong plan for your final paper. Finally, you will write your final paper and submit it on the last day of classes. Most importantly, the highest quality research papers will be selected to be merged into a larger manuscript which may be submitted for publication in a peer-reviewed journal (with the authors of the individual papers listed as co-authors on the manuscript!).

## **Description of Course Evaluations**

### **Assignment (10%) Due Date: May 15, 2012**

You must write at least two potential questions for each of the five sections of the survey. Use the template provided on Blackboard, attach the file to an email (name the file *Last Name, First Name*), and send directly to: [anthony.ruocco+PSYD32@gmail.com](mailto:anthony.ruocco+PSYD32@gmail.com). The items will be discussed in class for possible inclusion in the final survey. (Note: This is an *individual* assignment and should not be completed with any collaboration from others.)

### **Group Presentations of Survey Results (20%) Date: June 20, 2012**

Now that we have created our survey and collected the responses of several students, you will be separated into groups of 4-5 to present the preliminary findings. Your specific topic and group members will be announced on Blackboard after the course enrollment is finalized (typically by Week 4). Your group will be responsible for presenting only the results of the topic you are assigned (not the entire survey). Presentations should be no longer than 20 minutes and involve all members of the group. Please note that this presentation date will NOT be modified to accommodate individual student schedules.

### **Outline of Final Paper (20%) Due Date: July 4, 2012**

Up to this point, you have contributed to writing items for the survey, administered the survey to students, and collected their responses. You have also presented the preliminary results of the survey to the class as part of a group. Now your task is to prepare an outline for your final paper, which will present the results of *the section of the survey that you were assigned in your group* (see Blackboard if you are unsure of your topic). Your outline should be no more than two pages and will be used by you to clearly guide the writing of your final research paper. Email your outline (name the file *Last Name, First Name*) as an attachment to: [anthony.ruocco+PSYD32@gmail.com](mailto:anthony.ruocco+PSYD32@gmail.com). (Note: This is an *individual* assignment and should not be completed with any collaboration from others, including members from your group presentation.)

### **Final Paper (40%) Due Date: August 1, 2012**

The final paper consists of a written report prepared by you (*individually – this is not a group assignment*). 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/subheadings, references, tables and figures) must conform to American Psychological Association style as described in the Sixth Edition of the Publication Manual of the American Psychological Association. Dr. Ruocco has a copy of the publication manual that you can access during office hours, so please email him if you are interested in reviewing this manual at any time.

**Class Participation (10%)** will be assessed by weekly attendance and participation in classroom discussions.

## **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 final paper at the *beginning* of the last scheduled class meeting (August 1, 2012) AND you should submit an *electronic copy* of your paper through turnitin.com by midnight that day.

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 (5082810)** 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 AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. 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](mailto: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/>).

**Policies for this Course Regarding Grading, Late Assignments and Missed Group Presentations:**

**Grading:** Any complaint about grading on any course evaluation (assignments, group presentation) should be made in writing to Dr. Ruocco within one week of receiving the graded material and should detail the point of contention.

**Late Assignments (including Outline and Final Paper):** If you do not have legitimate documentation for a late assignment, 10% of the total value of the assignment will be deducted for each late day (this includes *any time* after the deadline, so please be sure to submit your assignments well in advance of the specified deadlines). If you provide legitimate documentation for your late assignment (for example, UTSC Student Medical Certificate completed by your doctor), you must contact Dr. Ruocco within one week of the missed assignment deadline (or as soon as is *reasonably* possible) to discuss a new deadline for your late assignment(s). Please take note of the last day for submission of term assignments in Y courses (as set by the University). If you wish to submit work to be graded beyond the last day for submission of term assignments, you must contact the Registrar's office to submit a petition (this is beyond the instructor's control).

**Missed Group Presentation:** If you miss your group presentation without legitimate documentation, you will receive a mark of zero. If you provided legitimate documentation for your missed examination (for example, UTSC Student Medical Certificate completed by your doctor), you will be given one additional opportunity to make your presentation individually to Dr. Ruocco during office hours. You must contact Dr. Ruocco within one week of the missed presentation (or as soon as is *reasonably* possible) to discuss a new date for your make-up presentation.

***Medical Documentation: Any medical documentation that you provide must indicate the date(s) that you needed to be excused from course work, which must include the date of the presentation and/or assignment(s) that you missed. You are advised to see your physician within one day of the missed examination. Only documentation from a doctor registered with the College of Physicians and Surgeons of Ontario will be accepted (as per the UTSC Medical Certificate). You must contact Dr. Ruocco within one week of a missed presentation or assignment (or as soon as is reasonably possible).***

The form for medical documentation can be found at the following link:

[http://www.utsc.utoronto.ca/~registrar/resources/pdf\\_general/UTSCmedicalcertificate.pdf](http://www.utsc.utoronto.ca/~registrar/resources/pdf_general/UTSCmedicalcertificate.pdf)

**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 signifies that your work suggests that you are prepared for post-graduate work.