

PERSONALITY DISORDERS (PSYD32H3 S LEC01)

COURSE SYLLABUS – WINTER 2013

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

Class Time and Location: Tuesdays from 1:00PM-3:00PM in Social Sciences Building (MW), Room 262

Office Hours and Location: Tuesdays from 11:00AM-1:00PM 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, radical changes to the definition of personality disorders were proposed that would significantly alter the way that these disorders are 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 that addresses an important theoretical and scientific issue in the field of personality disorders. 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. Conduct a comprehensive literature review on a specific topic, construct a detailed outline, and prepare a written paper supported by the latest scientific findings.

Course Evaluation:

10%	Class Participation and Attendance
10%	Literature Review Assignment
20%	Group Presentation
20%	Outline of Final Paper
40%	Final Paper

Weekly Topics, Readings and Important Dates

WEEK	DATE	TOPIC
1	January 8	Review of Syllabus, Student Entrance Survey, and Introduction: What <i>are</i> Personality Disorders? <i>Reading: Chapter 1 – Introduction: Personality Disorders in Perspective</i>
2	January 15	Toward the DSM-5 <i>Reading: Chapter 2 – Alternatives to DSM-IV: Axis II</i>
3	January 22	Paranoid and Schizotypal Personality Disorders <i>Reading: Chapters 3 & 5</i> Due: Literature Review Assignment
4	January 29	Schizoid Personality Disorder <i>Reading: Chapter 4</i>
5	February 5	Group Presentations of Literature Review Results <i>Groups 1-3</i>
6	February 12	Group Presentations of Literature Review Results <i>Groups 4-5</i>
	February 19	Reading Week (no class)
7	February 26	Antisocial Personality Disorder <i>Reading: Chapter 6</i> Due: Outline of Final Paper
8	March 5	Borderline Personality Disorder <i>Reading: Chapter 7</i>
9	March 12	Histrionic Personality Disorder <i>Reading: Chapter 8</i>
10	March 19	Narcissistic Personality Disorder <i>Reading: Chapter 9</i>
11	March 26	Avoidant and Dependent Personality Disorders <i>Reading: Chapters 10 & 11</i>
12	April 2	Obsessive-Compulsive Personality Disorder and Student Exit Survey <i>Reading: Chapter 12</i> Due: Final Paper (submit electronically via TurnItIn.com @ 11:59PM EST)
	April 8	Last day of classes and last day for submission of term assignments in S courses
	April 14	Last day to drop UTSC S 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 recorded on transcripts whether course work is completed or not (with a '0' assigned for incomplete work) and they are calculated into GPAs.

Topic of Research Paper and Related Assignments: *Personality Disorders in DSM-5*

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 and a half, 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). 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 self-harming and suicidal behaviours in these patients stretch out to several *years*.

Despite the enormous consequences that DSM-5 will have on how personality disorders are conceptualized and whether patients will continue to meet diagnostic criteria for a personality disorder, there is great debate about the validity and clinical utility of this new diagnostic system for personality disorders. As part of the assignments and final paper for this course, you will critically examine the evidence for a significant issue pertaining to personality disorders in DSM-5. First, you will be assigned a specific topic and asked to conduct a comprehensive literature search to locate research articles relevant to your topic. As part of a group, you will then present a summary of the results of your literature search to the class. Based on the results of your literature search and the feedback you receive in class, you will construct a detailed outline in preparation for your final paper. Thorough feedback will be provided by the professor on your outline and you are encouraged to work with your professor until you have a strong plan for writing your final paper. Finally, you will write your full paper and submit it for grading by your professor on the last day of classes.

Research Topics:

Group 1 – Do experts agree on which personality disorders to retain or delete in DSM-5?

One approach to determining which personality disorders should be included or removed from DSM-5 is by gauging the opinions of experts in the field. There are many experts who disagree with the deletion of some personality disorders and they provide compelling arguments. Your job is to review the literature and summarize findings regarding whether or not personality disorder

experts agree with the decision to remove specific personality disorders from DSM-5. You can focus your final paper on one specific personality disorder or several personality disorders, depending on the amount of relevant research available for each of the personality disorders. Important articles to review on this topic include the following:

Mullins-Sweatt, S. N., Bernstein, D. P., & Widiger, T. A. (2012). Retention or deletion of personality disorder diagnoses for DSM-5: An expert consensus approach. *Journal of Personality Disorders, 26*, 689-703.

Bornstein, R. F. (2011). Reconceptualizing personality pathology in DSM-5: Limitations in evidence for eliminating dependent personality disorder and other DSM-IV syndromes. *Journal of Personality Disorders, 25*, 235-247.

Group 2 – Do the prevalence rates for each of the personality disorders support the decision to remove some but not other personality disorders in DSM-5? An important justification for why certain personality disorders were deleted and others retained in DSM-5 centers on the prevalence of these disorders. For example, obsessive-compulsive personality disorder is often cited as the most prevalent DSM-IV personality disorder in population-based studies and this disorder was therefore selected for retention in DSM-5. There are, however, other personality disorders that were removed from DSM-5 that are *more* prevalent than those that were retained. Furthermore, the prevalence of some of the personality disorders retained in DSM-5 (for example, obsessive-compulsive personality disorder) is *smaller* in *inpatient and outpatient psychiatric settings* (rather than population-based studies) than other disorders that were proposed for removal. Your task is to review prevalence studies of DSM-IV personality disorders in both population-based studies and psychiatric inpatient and outpatient prevalence studies to evaluate whether the personality disorders proposed for removal in DSM-5 represent the least prevalent disorders across these settings (and vice versa for those proposed for retention). Some helpful studies to start with are the following:

Grant, B. F., Hasin, D. S., Stinson, F. S., Dawson, D. A., Chou, S. P., Ruan, W. J., & Pickering, R. P. (2004). Prevalence, correlates, and disability of personality disorders in the United States: Results from the national epidemiologic survey on alcohol and related conditions. *Journal of Clinical Psychiatry, 65*, 948-958.

Zimmerman, M., Rothschild, L., & Chelminski, I. (2005). The prevalence of DSM-IV personality disorders in psychiatric outpatients. *American Journal of Psychiatry, 162*, 1911-1918.

Group 3 – What is the prototype matching approach to personality disorders and what evidence supports its reliability and validity? The initial approach to diagnosing personality disorders in DSM-5 was to use a prototype matching approach (i.e., rating how closely a patient

matches a prototypical description of a personality disorder). In the midst of the DSM-5 field trials, however, this was abandoned and replaced with the severity- and trait-based approach that now appears on the DSM-5 website (see www.dsm5.org). Your job is to describe the prototype matching approach to diagnosing personality disorders and discuss the evidence that exists to support its reliability and validity (or lack thereof). The prototype matching approach is described in some detail in your textbook and more information can be found here (as well as in other relevant research papers):

Westen, D., Shedler, J., & Bradley, R. (2006). A prototype approach to personality disorder diagnosis. *American Journal of Psychiatry*, *163*, 846-856.

Group 4 – What evidence supports the assessment of *severity* of personality pathology, in terms of self and interpersonal functioning, in the DSM-5? Research suggests that the *severity* of personality pathology is a construct that goes beyond specific personality traits and represents a more general *adaptive failure* in the domains of self and interpersonal functioning. A core component of the diagnosis of personality disorders in DSM-5 is this rating of severity of personality pathology with respect to both self and interpersonal functioning as measured by the “Levels of Personality Functioning Scale”. This topic asks you to explore what research supports evaluating *severity* of personality pathology in DSM-5 independently from specific personality traits. Important articles to consider include the following:

Bender, D. S., Morey, L. C., & Skodol, A. E. (2011). Toward a model for assessing level of personality functioning in DSM-5, part I: A review of theory and methods. *Journal of Personality Assessment*, *93*, 332-346.

Morey, L. C., Berghuis, H., Bender, D. S., Verheul, R., Krueger, R. F., & Skodol, A. E. (2011). Toward a model for assessing level of personality functioning in DSM-5, part II: Empirical articulation of a core dimension of personality pathology. *Journal of Personality Assessment*, *93*, 347-353.

Group 5 – What evidence is there to support the proposed *factor structure* of the Personality Inventory for DSM-5 (PID-5)? The PID-5 is the new self-report personality questionnaire developed by Robert Krueger at the University of Minnesota. This is the only test currently available to assess the pathological personality traits which form part of the proposed diagnosis for personality disorders in DSM-5. Your task is to examine the new research available on this topic by conducting a literature search and locating all studies on the PID-5 that examine its *factor structure* and the *relationship of the PID-5 to other personality measures*. Key articles that will help you to understand this topic and guide your literature search are the following:

Krueger, R. F., Derringer, J., Markon, K. E., Watson, D., & Skodol, A. E. (2012). Initial construction of a maladaptive personality trait model and inventory for DSM-5. *Psychological Medicine*, 42, 1879-1890.

Wright, A. G., Thomas, K. M., Hopwood, C. J., Markon, K. E., Pincus, A. L., & Krueger, R. F. (2012). The hierarchical structure of DSM-5 pathological personality traits. *Journal of Abnormal Psychology*, 121, 951-957.

Thomas, K. M., Yalch, M. M., Krueger, R. F., Wright, A. G., Markon, K. E., & Hopwood C. J. (in press). The convergent structure of DSM-5 personality trait facets and Five-Factor Model trait domains. *Assessment*.

Description of Course Evaluations

Literature Review Assignment (10%) Due Date: January 22, 2013 @ 11:59PM EST

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 and email the completed template as an attachment to (**name the file *Last Name, First Name***): anthony.ruocco+PSYD32@gmail.com. (Note: This is an *individual* assignment and should not be completed with any collaboration from others.)

Group Presentations of Literature Search Results (20%) Dates: February 5 & 12, 2013

Now that you have conducted your comprehensive literature search for your specific topic, 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 *related* research articles are summarized by one or more group members. Please note that this presentation date will NOT be modified to accommodate individual students' schedules. You must email your group's full presentation to anthony.ruocco+PSYD32@gmail.com before the start of class or you may lose marks on your presentation.

Outline of Final Paper (20%) Due Date: February 26, 2013 @ 11:59PM EST

With your literature review complete and now conceptually organized as part of your group presentation, you will now individually construct a detailed outline of your research paper (see sample outline on Blackboard). 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. (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: April 2, 2013 @ 11:59PM EST

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 7 and no more than 20 pages (double-spaced, Times New Roman font, 12-point size, not including title page, abstract, or references) and the entire paper (including but not limited to title page, abstract, 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 his 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 (5%) and participation (5%) 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 an *electronic copy* of your final paper through turnitin.com before midnight on the due date. All submissions midnight or later will be counted as late submissions.

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 (5921092)** 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.

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 S 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

Please Note: The UTSC Medical Certificate must be signed by a registered member in good standing with the College of Physicians and Surgeons of Ontario.

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.