

PERSONALITY DISORDERS (PSYD32H3 S LEC01)

COURSE SYLLABUS – WINTER 2015

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

Class Time and Location: Tuesdays from 1:00PM-3:00PM in Humanities Wing, Room 402

Office Hours and Location: Tuesdays from 11:00AM-1:00PM in Science Wing, Room 513

Email: anthony.ruocco+PSYD32@gmail.com

Office Phone: (416) 208-2762

Optional 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 and updates. Class emails will also be sent through Blackboard; please make sure your listed email address is correct.

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, understudied and highly stigmatized—personality disorders. When the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders was published in 2013, radical changes to the classification of personality disorders were considered but ultimately not adopted in the main text of the diagnostic manual. Therefore, it is an especially important time for students to understand how personality disorders are conceptualized and diagnosed, as well as to consider alternative diagnostic classifications for the disorders. 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 narrative review 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 diagnostic criteria for personality disorders according to the Diagnostic and Statistical Manual of Mental Disorders;
2. Identify the key causes and most effective treatments for personality disorders based on the latest research findings; and
3. Conduct a literature review on a specific topic, construct a detailed outline, and prepare a written narrative review paper supported by the latest scientific findings.

Weekly Topics and Important Dates

WEEK	DATE	TOPIC
1	January 6	Review of Syllabus
2	January 13	Introduction: What are Personality Disorders? Library Research Session with Ms. Angela Hamilton
3	January 20	Paranoid, Schizoid and Schizotypal Personality Disorders
4	January 27	Borderline Personality Disorder
5	February 3	Antisocial Personality Disorder Due: Literature Review Assignment
6	February 10	Narcissistic and Histrionic Personality Disorders
	February 17	Reading Week (no class)
7	February 24	Avoidant, Dependent and Obsessive-Compulsive Personality Disorders Due: Detailed Outline
8	March 3	DSM-5 Alternative Model for Personality Disorders
9	March 10	Student Presentations
10	March 17	Student Presentations
11	March 24	Student Presentations
12	March 31	Student Presentations Due: Final Narrative Review Paper (submitted electronically via TurnItIn.com @ 11:59PM EST)
	April 6	Last day of classes and last day for submission of term assignments in S courses
	April 9	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.

Course Evaluation:

10%	Class Participation and Attendance
10%	Literature Review Assignment
20%	Detailed Outline
20%	Presentation
40%	Final Narrative Review Paper

Description of Course Evaluations

Class Participation and Attendance (10%) will be assessed by contributions to in-class discussions and weekly attendance.

Literature Review Assignment (10%) *Due Date: January 27, 2015 @ 11:59PM EST*

Your job is to conduct a literature search for your research topic (see below for more information on selecting a topic). This means that you should use relevant search tools to locate relevant research articles, and then review the references sections of the articles you have located to see if they contain pertinent articles. Then, you must retrieve those articles that are most relevant to your research topic. To complete this assignment, you should fill out the guide located on Blackboard and submit the document using Blackboard. **Please name the file using the following convention: Last Name [space] First Name - Literature Review Assignment (for example, Ruocco Anthony - Literature Review Assignment).**

Detailed Outline (20%) *Due Date: February 24, 2015 @ 11:59PM EST*

With your literature review complete, you will now construct a detailed outline of your research paper (see sample outline located on Blackboard and submit the document using Blackboard.). **Please name the file using the following convention: Last Name [space] First Name - Detailed Outline (for example, Ruocco Anthony - Detailed Outline).**

Presentation (20%) *Dates: March 10 – 31, 2015*

Now that you have conducted your literature search for your specific topic and created a detailed outline for your final paper, you will present a summary of your findings in a 15-minute presentation (plus 2 minutes for questions from students and the instructor). **The file must be submitted on Blackboard no later than one hour before the start time of the class session in which you are presenting. Name the file using the following convention: Last Name [space] First Name - Presentation (for example, Ruocco Anthony - Presentation).**

Final Narrative Review Paper (40%) *Due Date: March 31, 2015 @ 11:59PM EST*

The final paper consists of a written narrative review paper. Requirements for the paper include the following: (1) title page, (2) exactly 10 pages of written text (double-spaced, Times New Roman font, 12-point size, not including title page or references), and (3) references (no page limit). The entire paper (including but not limited to title page, headings, references, tables and figures [if relevant]) must conform to the style as presented in the Publication Manual of the American Psychological Association, Sixth Edition. 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 the manual at any time. Submit the original document file (not a PDF) using Turnitin.com. **Please name the file using the following convention: Last Name [space] First Name - Final Narrative Review Paper (for example, Ruocco Anthony - Final Narrative Review Paper).**

You must submit an *electronic copy* of your final paper through Turnitin.com. 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 (9236112)** and **Class Enrolment Password (dsm5)**.

Narrative Review Paper Description:

Many researchers 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, drastic revisions to the personality disorders were considered for the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders. Although these changes were not incorporated into the main text of the manual, they brought to light issues with the reliability and validity of the current diagnostic classification system. But other monumental events are also taking place—in the last several years, the developer of perhaps the most popular and effective treatment for borderline personality disorder, Dr. Marsha Linehan, disclosed her own struggles with the disorder (see *New York Times*, June 23, 2011, “Expert on Mental Illness Reveals Her Own Fight”). More recently, a National Football League player, Brandon Marshall, held a news conference to reveal his diagnosis of borderline personality disorder, shining a new light on a disorder often associated with women (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 waiting lists for treatments for individuals with personality disorders who are harming themselves stretch out to several years.

The purpose of this assignment is to prepare a narrative review paper on the latest research findings for a topic relevant to personality disorders that most interests you. The purpose of a narrative literature review is to select the most relevant and high-quality studies in a particular research area, and then to summarize and compare the studies on the basis of existing theories and models. Your paper should include an introduction (approximately 1-2 pages in length) that describes the purpose of your review, the theoretical model that guides your review (if there is a prevailing theory), and the outline of how the results of your review will be organized in the next section of your paper. The main body of your paper (approximately 5-6 pages in length) should present a conceptual organization of the studies included in your review paper. You should summarize the studies and use subheadings to organize your work. Remember that your summaries are qualitative descriptions of the results of the literature you are reviewing rather than a quantitative analysis (as in a meta-analytic review). The conclusion section of your paper (approximately 1-2 pages in length) synthesizes the results of your literature review. In this section, you can take a stand on a particular issue that may be resolved based on your review,

summarize the results of the studies in a way that provides a fresh perspective on the topic. You should also highlight limitations of the review and the individual studies included in your review. It is also important to discuss potential future avenues of research that would help to address questions that you could not answer as part of your review. You can read more about how to write a narrative review paper by reading the guidelines provided in Baumeister and Leary (1997) [visit <http://simplelink.library.utoronto.ca/url.cfm/460460>].

In deciding upon a research topic, you have two options. First, you can come up with your own topic that addresses a contemporary issue in the study of personality disorders. Regardless of the topic, you must be able to locate at least five original empirical studies published on this topic in the past five years. If you are choosing your own topic, you must email your topic to Dr. Ruocco by January 13, 2015 @ 11:59PM EST in order to have it approved ahead of the due date for the Literature Review Assignment.

Your second option is to choose a topic in the study of personality disorders that relates to the DSM-5. If you choose one of these topics, you are not required to contact Dr. Ruocco to approve the topic. Below, please find a listing of these pre-approved topics:

Narrative Review Paper Topics:

Do experts agree on which personality disorders to retain or delete in DSM-5? One way that researchers considered which personality disorders to include or remove from the impending revision of the DSM-5 was by gauging the opinions of experts in the field. There are many experts who disagree with the proposal to delete some personality disorders and they provided compelling arguments. This research topic requires you 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. Examples of 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.

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 might have been deleted and others retained in DSM-5 centered 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.

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 a system that asks clinicians to rate the severity of the personality disorder and then rate specific personality traits. 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). A helpful starting point is the article provided below:

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

What evidence is there to support the proposed *factor structure* of the Personality Inventory for DSM-5 (PID-5)? The PID-5 is the self-report personality questionnaire to assess the pathological personality traits for the personality disorders included in Section III of the DSM-5 (you can download a copy of the questionnaire by visiting the following link:

<http://www.psychiatry.org/practice/dsm/dsm5/online-assessment-measures>). Your task is to examine the latest research available on this topic by conducting a literature search and locating studies on the PID-5 that examine (1) its factor structure and (2) 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. (2013). The convergent structure of DSM-5 personality trait facets and Five-Factor Model trait domains. *Assessment*.

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. 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 (9236112)** 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 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 Literature Review Assignment, Detailed Outline and Final Narrative Review 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 Presentation: If you miss your 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.