

PERSONALITY DISORDERS (PSYD32H3-Y-LEC02)

COURSE SYLLABUS – SUMMER 2018

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

Class Time and Location: Thursdays from 1:00-3:00PM in IC-212

Office Hours and Location: Thursdays from 12:00PM-1:00PM in SW-513

Email: anthony.ruocco@utoronto.ca

Textbook: Widiger, T. A. (Ed.) (2012). [*The Oxford handbook of personality disorders*](#). New York, NY: Oxford University Press.

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 that is 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 disorder were considered but ultimately not adopted in the main text of the diagnostic manual. Therefore, it is a crucial time for students to understand how personality disorder is conceptualized and diagnosed, as well as to consider alternative diagnostic classifications. 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 disorder is and how best to define this category of mental disorder. As part of this course, you will also prepare a concise review paper that addresses an important theoretical and/or scientific issue within the broader topic of personality disorder. By the end of this course, you will have acquired the skills to do the following:

1. Describe the diagnostic criteria for a personality disorder according to the Diagnostic and Statistical Manual of Mental Disorders—Fifth Edition;
2. Identify the key causes and most effective treatments for personality disorder based on the latest theory and research findings; and
3. Conduct a literature review on a specific topic and prepare a concise review paper supported by recent scientific studies.

Weekly Topics and Important Dates

| WEEK | DATE | TOPIC |
|-------------|-------------|--|
| 1 | May 10 | Review of Syllabus <i>Note: Presentation dates will be assigned during this class session.</i> |
| 2 | May 17 | Introduction: What is a Personality Disorder? |
| 3 | May 24 | Cluster A Personality Disorders: Paranoid, Schizoid and Schizotypal |
| 4 | May 31 | Borderline Personality Disorder |
| 5 | June 7 | Antisocial Personality Disorder |
| 6 | June 14 | Narcissistic and Histrionic Personality Disorders <i>Due: Paper Topic Proposal (submitted electronically on Blackboard no later than 11:59PM EST)</i> |
| | June 21 | Reading Week (no class) |
| 7 | June 28 | Cluster C Personality Disorders: Avoidant, Dependent and Obsessive-Compulsive |
| 8 | July 5 | Alternative Models for Personality Disorder |
| 9 | July 12 | Student Presentations |
| 10 | July 19 | Student Presentations |
| 11 | July 26 | Student Presentations |
| 12 | August 2 | Student Presentations <i>Due: Final Paper (submitted electronically on Blackboard no later than 11:59PM EST)</i> |
| | August 7 | Last day to submit term assignments |

Readings (Chapters from Widiger, 2012):

Students are expected to be familiar with the following chapters on a weekly basis to facilitate in-class discussions:

Week 2: Historical Developments and Current Issues

Week 3: Paranoid and Schizoid Personality Disorders; Schizotypal Personality Disorder: An Integrative Review

Week 4: Borderline Personality Disorder; Dialectical Behavior Therapy of Borderline and Other Personality Disorders

Week 5: Psychopathy

Week 6: Narcissistic Personality Disorder: The Diagnostic Process; The Death of Histrionic Personality Disorder

Week 7: Avoidant Personality Disorder, Traits, and Type; Dependent Personality Disorder; Obsessive-Compulsive Personality Disorder

Course Evaluation:

| | |
|-----|------------------------------|
| 15% | Participation and Attendance |
| 15% | Paper Topic Proposal |
| 25% | Presentation |
| 45% | Final Paper |

Description of Course Evaluations:

Participation and Attendance: This will be assessed based on a combination of contributions to in-class discussions and weekly attendance.

Paper Topic Proposal: In no more than 500 words, students are asked to describe the overall topic and purpose of the review paper and provide a summary of the research that will ultimately be reviewed in more detail in the final paper. This means that students should use search tools to locate relevant research articles and decide whether they are relevant to the topic to be reviewed in the final paper. Students must include a references section with a minimum of five references. Regardless of the topic selected, students must be able to locate at least five original empirical reports published on the topic in the past five years to ensure that the review is based on recent research findings. References do not count toward the 500-word limit.

Students will receive feedback from the instructor about whether the topic is approved or requires modification or reformulation. Students are encouraged to attend office hours to speak to the instructor in person for clarification around any suggested changes to the paper topic.

| Evaluation Criterion | Marks |
|---|--------------|
| Does the topic strike an appropriate balance between being focused while also sufficiently complex and challenging? | 15 |
| Is the purpose of the paper clearly stated and is it feasible given the scope of research on the topic? | 15 |
| Is the research summary clearly written and does it include sufficient information about existing research findings on the topic? | 50 |
| Is there a sufficient number of references, are at least five of the references current (i.e., published in the past five years), and are the references formatted according to American Psychological Association Style—Sixth Edition? | 20 |
| Total | 100 |

Presentation: Each student will present a summary of the findings from the research paper in a 15-minute presentation that includes visual aides (e.g., PowerPoint slides) and an oral presentation (e.g., spoken summary of research findings). At least two minutes will be reserved

at the end of each presentation for questions from students and/or the instructor.

| Evaluation Criterion | Marks |
|---|--------------|
| Are the findings of research studies presented accurately, concisely, and with sufficient detail? | 25 |
| Is the visual presentation stimulating (e.g., figures and other visual aids are used) and sufficiently detailed (e.g., only essential information is presented)? | 25 |
| Does the oral presentation appear well-rehearsed (e.g., not simply reading text on slides and/or from a paper) and how well does the speaker answer questions? Does the presentation fit within the specified time limit? | 25 |
| Is an overall summary of the research findings provided at the end of the presentation, including limitations of the research studies and promising future directions for research on the topic? | 25 |
| Total | 100 |

Final Paper: Many researchers are now of the opinion that personality disorder is “coming of age.” This is not surprising when you consider that drastic revisions were proposed for this category in the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). Other significant events have also taken place in the last several years. Dr. Marsha Linehan, the developer of a popular treatment for borderline personality disorder, disclosed her own struggles with the disorder (see *New York Times*, June 23, 2011, “Expert on Mental Illness Reveals Her Own Fight”). 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 “mini” review paper on a contemporary topic of importance to the scientific study of personality disorder. Students will first prepare a written Paper Topic Proposal (see above) and then use feedback from the instructor to modify or reformulate the topic, if necessary. Papers must be formatted according to the *Publication Manual of the American Psychological Association (6th Edition)*. The paper must have a title page, abstract (250 words maximum), running title (five words maximum), and the word count must be no more than 3000 words (excluding title page, abstract, and references). Table and figures are optional and do not count toward the 3000-word limit. For examples of review articles that are 3000 words, please see the “Mini Review” article type in the *Frontiers* journal series (<http://journal.frontiersin.org/journal/psychiatry#article-types>).

Normally, the introduction of the paper describes the aim of the review, the theoretical model (if relevant) that guides the review, and a “plan” for how the topics and subtopics will be organized in the paper. The main body of the paper presents a logical sequencing and organization of topics and subtopics as they relate to the overall aim and “roadmap” of the review. Students should summarize the journal articles identified as relevant to the review and use headings and subheadings to organize their work. A methods section is optional. The conclusion section of the paper synthesizes the results of the literature review, which may provide a new perspective on the topic. The paper should end with a brief description of the limitations of the review paper itself (e.g., are there certain topics that fell outside the scope of the paper that could have been informative?) and the individual studies described in the review. It is also important to discuss potential future avenues of research that would help to address questions that could not be fully answered by the review and the available research on the topic. To learn more about how to write a *narrative* review paper, read the guidelines provided in [Baumeister and Leary \(1997\)](#).

Regardless of the topic selected, students must be able to locate at least five original empirical reports published on the topic in the past five years to ensure that the review is based on recent research findings.

| Evaluation Criterion | Marks |
|---|--------------|
| Does the title page contain an appropriate title and all other required information as indicated in the APA Publication Manual? | 5 |
| Does the Introduction provide a clear and concise description of the aim of the paper and its structure? | 10 |
| Does the body contain well-articulated (logical, concise, and clear) summaries of research studies? | 20 |
| Does the body highlight similarities and differences across studies and attempt to explain inconsistencies in study findings based on knowledge of research design, statistics, and other relevant knowledge? | 20 |
| Does the Conclusion provide a complete and concise summary of the main findings of the review paper and ultimately address the aim of the review? | 10 |
| Are limitations of the review paper itself and the individual studies contained in the review acknowledged? | 5 |
| Are logical, feasible, and original future research directions articulated? | 5 |
| Is the paper fully formatted according to APA style—6 th edition? | 15 |
| Is the overall writing style clear and concise with appropriate sentence construction, grammar, headings/subheadings, and logical transitions between topics/subtopics? | 10 |
| Total | 100 |

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/>).

Course Policies:

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.

Missed Term Work due to Medical Illness or Other Emergency:

All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C **within three (3) business days** of the assignment due date. You must bring the following:

- 1) A completed Request for Missed Term Work form (<http://uoft.me/PSY-MTW>), and
- 2) Appropriate documentation to verify your illness or emergency, as described below.

Appropriate Documentation:

For missed **TERM TESTS** due to ILLNESS:

- Submit an **original** copy of the official UTSC Verification of Illness Form (<http://uoft.me/UTSC-Verification-Of-Illness-Form>) or an **original** copy of the record of visitation to a hospital emergency room. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

For missed **ASSIGNMENTS** due to ILLNESS:

- Submit **both** (1) a **hardcopy** of the Self-Declaration of Student Illness Form (<http://uoft.me/PSY-self-declare-form>), **and** (2) the **web-based** departmental declaration form (<http://uoft.me/PSY-self-declare-web>).

For missed term tests or assignments in OTHER CIRCUMSTANCES:

- In the case of a **death of a family member**, a copy of a death certificate should be provided.
- In the case of a **disability-related concern**, an email from your Disability Consultant at AccessAbility Services should be sent directly to both the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) and your instructor, detailing the accommodations required.
- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca), detailing the dates and nature of the commitment. The email should be sent **well in advance** of the missed work.

Documents covering the following situations are **NOT acceptable**: medical prescriptions, personal travel, weddings, or personal/work commitments.

Procedure:

Submit your (1) [request form](#) and (2) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

Submit to: Course Coordinator, Room SW427C, Monday – Friday, 9 AM – 4 PM

If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email (psychology-undergraduate@utsc.utoronto.ca) within the three business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Blackboard/Quercus course announcements daily, as accommodations may be time-critical.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. **Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.**

Note that this policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>).

Late Submission of Term Work: Students that submit term work after the due date and without appropriate documentation will have 10% of the total value of the work deducted for each day late.

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.