

Course Outline

PSYC35

Advanced Personality Psychology

Winter 2021

Course Meets: Online – Lectures posted on Mondays at 9am (see schedule below)

Instructor: Dr. Shona Tritt
E-Mail: shona.tritt@mail.utoronto.ca
Webpage: <http://portal.utoronto.ca>
Office Hours: Office hours will be held online on Wednesdays from 2-4pm via “BB Collaborate” on Quercus. Please read the “office hours” section below for details about my protocol for office hours.
Teaching Assistants: Chris Sciberas christopher.sciberas@mail.utoronto.ca
Vicki (Mengxi) Dong vicki.dong@mail.utoronto.ca

Course Scope and Mission

In this course, develop your knowledge of theory and research that has explored the root causes and consequences of individual differences in personality, as well as the malleability of personality. In so doing, I expect that you will gain a deeper understanding of the nature of personality – where it comes from and what its consequences are, potentially gaining a better understanding of yourself and others. You will additionally learn about the emerging challenges and controversies in the field of personality psychology.

Required Readings

Since this is an advanced-level course, there is no textbook. Instead, you will be required to read scholarly articles, which can be found in the time-table at the end of the course syllabus. You can access these readings by following the links in the course syllabus or by finding them yourselves via google scholar.

Course Webpage/ Quercus

This course will be hosted on Quercus. All course materials will be posted on Quercus and you will use Quercus to watch lectures, participate online, engage in discussion, attend office hours, and to take tests & exams. I therefore recommend getting acquainted with Quercus and checking it on a regular basis throughout the semester for announcements and messages. You do not need to apply for Quercus access. If you are registered, you will automatically see this class when you log-on.

Lectures

Lectures will be posted on Quercus every Monday at 9am, along with the lecture slides, and discussion questions, which you will be encouraged to fill out as you watch the lecture to help you to digest the material. The amount of overlap between lectures and required readings will vary across topics, so you should read the lecture slides, required readings, and watch lectures online regularly.

Email Policy

My policy is to respond to emails within 2 working days of receipt. I am available to all my students and encourage you all to visit me during office hours for help with the material, or for a casual chat about psychology. However, given the size of the class and my already overflowing inbox, I would prefer if you would limit clarification emails by doing the following. If you have questions or concerns, always check the course syllabus and the FAQ page on Quercus first. If you don't find your answer there, contact me or the course TAs.

Frequently Asked Questions (FAQ)

Please note there is a lengthy FAQ document on Quercus. This contains a collection of common questions I am asked by students. If you have a question that is not listed on the FAQ page, your TAs or I will add it to the FAQ document.

Office hours

I welcome you to visit me during online office hours, which are held on Wednesdays from 2 – 4pm via “BB Collaborate” on Quercus. I am happy to use this time to address any of your questions or concerns, to offer feedback on your performance in the course, to discuss strategies for improvement, or to have a casual chat about psychology or about career prospects. However, I ask that you **please send me an email at least 24-hours before office hours to let me know that you would like to book an appointment, and give me a heads up about the issue(s) that you would like to address.** This will allow me to prepare for our appointment, when necessary, and it will also serve to prevent line-ups from forming during office hours as I will book students into 15-minute uninterrupted time-slots. Given that my office hours tend to get very busy and the 15-minute time-slots are often fully filled, I ask that you please show consideration by letting me know if you would like to cancel your appointment with me, giving as much notice as you can so that I can offer the time-slot to another student. You will find a document in the modules section of Quercus with information on how to use BB Collaborate to connect with me. Finally, please note that if you are seeking additional feedback on discussion board entries or tests, I will ask you to please address this with course TA Vicki Dong at vicki.dong@mail.utoronto.ca. After receiving feedback from Vicki, if you have further questions or concerns, you should feel free to email me to book an appointment for office hours.

Evaluation and Grades

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

	Marks	Due Dates
1 st term test	20%	TBD
2 nd term test	25%	TBD
final exam	35%	TBD during the exam period
Discussion forum	20%	Discussion board questions will be posted on Mondays at 9am along with each lecture. They are due at 8:59am 1-week later.

Learning Outcomes/Objectives

By the end of this course, students should be able to do the following:

1. Have familiarity with and understanding of principal readings in contemporary personality science.
2. Critically analyze the major psychological theories of personality.
3. Understand the methods that are used in the scientific study of the psychology of personality and be familiar with the common forms/conventions of scholarly communication (i.e., empirical report, literature review, theoretical framework).
4. Express one's thoughts on the psychology of personality in writing.
5. Respectfully and clearly communicate one's thoughts on the psychology of personality to others.

COURSE FORMAT AND EXPECTATIONS

1st term test (20%)

The first test is 1.5 hours and it will take place online via Quercus (in the quizzes tab). It covers material discussed in lectures, lecture slides, and covered in the textbook chapters required for Lectures 1-3. The test is open book and open notes. It is intended to assess your understanding of course materials. The test will consist of 2 essay-style questions designed to gauge your knowledge about the material presented in the lectures and in the required course readings. Your mark will be based upon your ability to: 1) show that you understand the course material that relates to the discussion question (60% of your mark), 2) write a clear, well-written, and well-structured response (20% of your mark), and 3) demonstrate critical thinking (20% of your mark).

2nd term test (25%)

The second test is 1.5 hours and it will take place online via Quercus (in the quizzes tab). It covers material discussed in lectures, lecture slides, and covered in the required readings for Lectures 1-6 (with a primary focus on Lectures 4-6). The test is open book and open notes. It is intended to assess your understanding of course materials. The test will consist of 2 essay-style questions designed to gauge your knowledge about the material presented in the lectures and in the required course readings. Your mark will be based upon your ability to: 1) show that you understand the course material that relates to the discussion question (60% of your mark), 2) write a clear, well-written, and well-structured response (20% of your mark), and 3) demonstrate critical thinking (20% of your mark).

Final exam (35%)

The 3rd test is 2-hours and 15-minutes and it will take place online via Quercus (in the quizzes tab). It covers material discussed in lectures, lecture slides, and covered in the required readings for Lectures 1-10 (with a primary focus on Lectures 7-10). The test is open book and open notes. It is intended to assess your understanding of course materials. The test will consist of 3 essay-style questions designed to gauge your knowledge about the material presented in the lectures and in the required course readings. Your mark will be based upon your ability to: 1) show that you understand the course material that relates to the discussion question (60% of your mark), 2) write a clear, well-written, and well-structured response (20% of your mark), and 3) demonstrate critical thinking (20% of your mark).

****A couple of notes about the term-tests & final exam:***

- You must start the exam on-time – if you are late, you will be automatically cut-off after the set end-time, even if the timer shows that you have additional time left.
- It is important for you to keep track of time. You will only have access to 1-question at a time and you cannot return to a previous question once answered.

Please be aware that if you report that technical issues prevented you from completing your test/exam (e.g., internet or Quercus issues), I will ask you to send me a written summary of the issues that occurred (e.g., was a page slow to load, did you get disconnected multiple times, and if so, at which point in the test, etc.). I will then request a “detailed log” of your exam from Quercus support and they will be able to assess the situation. Please be aware that to misrepresent any technical issues during a test or an exam is considered an offence of academic integrity.

- If any significant issues on Quercus arise and you are unsure if your test has been submitted properly, please email your entry directly to me before the deadline.
- You must work alone on all tests & exams - if you communicate with anyone else about exam material during the exam, or refer to any information posted online by another student about this exam, you are committing an offence of academic integrity. It is also considered academic misconduct to share test-materials with others.

Participation in online discussions (20%)

Several discussion questions will accompany each lecture and you are encouraged to respond to them. Some will be “non-graded” whereas others will be “graded”. These questions can be found in the “modules” tab on Quercus and are clearly identified as “graded” or “non-graded”. Your responses should be submitted directly through Quercus.

Responding to non-graded questions is optional. You may find that this type of participation helps you to digest the course material, it may be enjoyable/challenging, and it may provide you with an outlet to engage with me and with your fellow students.

You must respond to a “graded” discussion question every lecture. You will earn up to 2% for each of these responses. Excellent posts go beyond the information in the lecture or readings by relating what is learned in this class to other classes, to authoritative sources found in other books, the internet, etc. Your responses will be graded. Your mark will be based upon your ability to: 1) show that you understand the course material that relates to the discussion question (35% of your mark), 2) write a clear, well-written, and well-structured response (35% of your mark), and 3) demonstrate critical thinking (30% of your mark). Your response should not exceed 400 words. If it is longer than 400 words, you will lose 1% of your mark for every additional word. You should write using APA-style. You will find information about the UTSC grading scale here: <https://www.utsc.utoronto.ca/registrar/u-t-grading-scheme>

Please note the following about “graded” discussion questions:

- Responses to graded discussion questions are due at 8:59am on their due date.
- Please ensure that your post has been successfully uploaded to Quercus. If you have any doubt or technical difficulties, please email me or a course TA your entry in order to prove that your entry was submitted on time. Late entries will not be graded.
- The course TAs and I will aim to grade all responses to discussion board posts within 2 weeks of responses being posted. If you do not receive a grade within 2 weeks after your response has been posted, please email a course TA to ensure that your response was not missed.
- You are welcome to request a re-grade if you feel that you have been graded unfairly. However, please be aware that if you request a re-grade, your mark could go up, your mark could go down, or your mark could stay the same. The new mark will replace the old mark, whatever it might be.

The Writing Centre supports student learning at any stage in the writing process, from planning an outline to polishing a final draft. Their services include online resources, virtual drop-in hours, one-on-one consultations, and writing workshops. Information can be found at: <http://ctl.utsc.utoronto.ca/twc/main>

The Centre for Teaching and Learning (CTL) is also available to support you in your writing,

English language, and professional development needs. It offers online tutoring and consultations and has a variety of helpful online resources. For more information, please visit CTL's Academic Learning Support site at <http://uoft.me/AcademicLearningSupport>

Term-Test Review/ Feedback on Discussion Board Entries:

If you would like to receive additional feedback on your discussion entries or term-tests, you should feel free to reach out to course TA Vicki Dong at vicki.dong@mail.utoronto.ca. After receiving feedback from Vicki, if you have further questions or concerns, you should feel free to email me to discuss and/or book an appointment for office hours.

Sharing/distributing test content & other course content

Please be aware that you are strictly prohibited from sharing or distributing the content of tests and exams in any way. To share test material, online, verbally, or otherwise, is an offence of academic integrity. Additionally, lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or "published" in any way. Posting recordings or slides to other websites without the express permission of the instructor will constitute copyright infringement.

Asking for Increased Grades, Extra Credit Assignments, "Rounding-up", or Other Extenuating Circumstances:

Please note that I do not believe that it is fair to offer extra credit assignments, increased grades, extensions, etc. to some students and not others. I also do not believe that it is fair to "round-up" some students grades and not others. I am furthermore not permitted by the University to manipulate certain individual student's grades, or to stray from the course syllabus in any way when allotting grades, extensions, or etc. While I understand the pressure that students are often under to achieve a certain grade point average, I hope that you understand that it is not ethical to offer special treatment to some students and not others. For this reason, please do not ask me to do this and know that I will not respond to such requests.

Psychology Department Missed Term Work Policy, WINTER 2021

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

Notes:

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: <http://www.utoronto.ca/registrar/missing-examination>
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office: <https://www.utoronto.ca/registrar/term-work>

Accommodations for **Illness or Emergency:**

For missed work due to ILLNESS OR EMERGENCY, please complete the following **two-step** process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>) and email it to Keely Hicks at keely.hicks@utoronto.ca ,

and

2. **Declare your absence** on **ACORN** (Profile & Settings > Absence Declaration)

Deadline: You must complete the above steps **within 3 business days** of the missed work.

Note: For this semester, we do not require any additional supporting documentation (ex. medical notes) to support your missed term work accommodation request.

Accommodations for Academic Conflicts:

For missed term work due to an ACADEMIC CONFLICT (i.e. two quizzes or tests scheduled at the same time),

please complete the following process:

3. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing “Other” as your reason for missed work and explaining the conflict in the space provided.
4. Take screenshots of your course homepages that demonstrate the conflict.
5. Email the form and screenshots to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.

Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules may not necessarily be accommodated.

Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing “Other” as your reason for missed work and noting “Religious conflict” in the space provided.
2. Email the form to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Accommodations for Time Zone Conflicts:

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in

your local time, please complete the following process:

1. Complete the **Time Zone Conflict Form** (<https://uoft.me/PSY-TimeZone>), and
2. Email the form to Keely Hicks (keely.hicks@utoronto.ca)

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible, if it was not possible to identify the conflict earlier.

Accommodations for Students Registered with AccessAbility Services: For missed **TERM TESTS** due to ACCESSABILITY REASONS:

- **Contact your AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing accommodations required.

For missed **ASSIGNMENTS** due to ACCESSABILITY REASONS:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” and you need 3 days):
 1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>).
 2. Email the form and your **Accommodation Letter** to Keely Hicks (keely.hicks@utoronto.ca).
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter

includes “extensions of up to 7 days” but you need more time than that):

1. **Contact your AccessAbility consultant** and have them email Keely Hicks

(keely.hicks@utoronto.ca) detailing the accommodations required. **After submitting your documentation:**

Within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

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.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form and declare your extended absence on ACORN.

Importance of Three Business Day window:

If you are unable to submit your documents within the three business day window, **you must email Keely (keely.hicks@utoronto.ca) within the three business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under **exceptional circumstances**.

Questions?

If you have any questions about this Missed Term Work policy, please contact Keely Hicks (keely.hicks@utoronto.ca) **well before** the date of the test / assignment deadline to describe your circumstances and inquire about procedures.

AccessAbility:

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 as soon as possible.

AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [416-287-7560](tel:416-287-7560) or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

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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/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

On tests and exams:

- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:

- Plagiarism
- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Copyright in Instructional Settings:

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lectures, course notes/slides, or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Without consent, all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

Weekly Schedule

Session	Lecture #	Date	Topic	Readings
1	1	Jan. 11	Intro: the correlates & consequences of personality	<p>Read: Ozer, D. J., & Benet-Martinez, V. (2006). Personality and the prediction of consequential outcomes. <i>Ann.Rev.Psych.</i>, 57, 401-421.</p> <p>https://www.annualreviews.org/doi/pdf/10.1146/annurev.psych.57.102904.190127</p> <p>Read: Roberts, B. W., Kuncel, N. R., Shiner, R., Caspi, A., & Goldberg, L. R. (2007). The power of personality: The comparative validity of personality traits, socio-economic status, and cognitive ability for predicting important life outcomes. <i>Perspectives in Psychological Science</i>, 2, 313-345.</p> <p>https://journals.sagepub.com/doi/pdf/10.1111/j.1745-6916.2007.00047.x?casa_token=nxV0VkJFPgAAAAA:FGjp2OohwmLatmuQYctOW_7xqMgBvijGmpS5xak9nMsWKw5EXwSyd_wgqkYOO9N_xF1OFvRQXj0</p>
2	2	Jan. 18	Personality & Interpersonal Perception	<p>Funder, D. C. (2012). Accurate personality judgment. <i>Current Directions in Psychological Science</i>, 21, 177-182. https://journals-sagepub-com.myaccess.library.utoronto.ca/doi/pdf/10.1177/0963721412445309</p> <p>Gosling, S. D., Ko, S. J., Mannarelli, T., & Morris, M. E. (2002). A room with a cue: Judgments of personality based on offices and bedrooms. <i>Journal of Personality and Social Psychology</i>, 82, 379-398. http://simplelink.library.utoronto.ca/url.cfm/412149</p>
3	3	Jan. 25	Personality & Self-Knowledge	<p>Vazire, S. (2010). Who knows what about a person? The Self-Other Knowledge Asymmetry (SOKA) model. <i>Journal of Personality and Social Psychology</i>, 98, 281-300. http://simplelink.library.utoronto.ca/url.cfm/412150</p> <p>Vazire, S., & Carlson, E. N. (2010). Self-knowledge of personality: Do people know themselves? <i>Social</i></p>

				and Personality Psychology Compass, 4, 605-620. http://simplelink.library.utoronto.ca/url.cfm/412151
4		Feb. 1	No lecture - term-test #1 is this week	
5	4	Feb. 8	Integration & Unity of Personality	Fournier, M. A., Di Domenico, S. I., Weststrate, N. M., Quitasol, M. N., & Dong, M. (2015). Toward a unified science of personality coherence. <i>Canadian Psychology</i> , 56, 253-262. https://search-proquest-com.myaccess.library.utoronto.ca/docview/1680200960/fulltextPDF/88D09944DEA4C91PQ/8?accountid=14771
6		Feb 15	Reading week	
	5	Feb. 22	The Narcissistic Personality	Miller J. D., Lynam, D. R., Hyatt, C. S., & Campbell, W. K. (2017). Controversies in narcissism. <i>Annual Review of Clinical Psychology</i> , 13, 291-315. https://doi-org.myaccess.library.utoronto.ca/10.1146/annurev-clinpsy-032816-045244
7	6	March 1	The Wise Personality	Weststrate, N. M., & Glück, J. (2017). Hard-earned wisdom: Exploratory processing of difficult life experience is positively associated with wisdom. <i>Developmental Psychology</i> , 53, 800-814. https://search-proquest-com.myaccess.library.utoronto.ca/docview/1880385132/fulltextPDF/EE66FD7F510A4FFBPQ/1?accountid=14771
8		March 8	No lecture - term-test #2 is this week	
9	7	March 15	Self Determination Theory	Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist</i> , 55, 68-78. https://uvi.edu/files/documents/College_of_Liberal_Arts_and_Social_Sciences/social_sciences/OSDCD/National_Self_Determination_Richard_Ryan_and_Edward_Deci.pdf

10	8	March 22	Attachment theory guest lecture by Professor Geoff MacDonald #1	<p>Simpson, J. A., Rholes, W. S., Eller, J., & Paetzold, R. (2021). Major principles of attachment theory: Overview, hypotheses, and research ideas. In P. van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), <i>Social psychology: Handbook of basic principles</i> (3rd ed.). New York: Guilford.</p> <p>http://socialinteractionlab.psych.umn.edu/sites/socialinteractionlab.dl.umn.edu/files/media/simpson_et_al_attachment_handbook_chapter_2021.pdf</p>
11	9	March 29	Attachment theory guest lecture by Professor Geoff MacDonald #2	<p>Fraley, R. C. (2019). Attachment in Adulthood: Recent Developments, Emerging Debates, and Future Directions. <i>Annual Review Psychology</i>, 70, 401–422.</p> <p>https://www-annualreviews-org.myaccess.library.utoronto.ca/doi/pdf/10.1146/annurev-psych-010418-102813</p> <p>Fraley, R. C. & Roisman, G. L. (2019). The development of adult attachment styles: four lessons. <i>Current Opinion in Psychology</i>, 25, 26–30.</p> <p>https://www-sciencedirect-com.myaccess.library.utoronto.ca/science/article/pii/S2352250X18300113</p>
12	10	April 5	Intentional Change	<p>Adler, J. M. (2012). Living into the story: Agency and coherence in a longitudinal study of narrative identity development and mental health over the course of psychotherapy. <i>Journal of Personality and Social Psychology</i>, 102, 367-389.</p> <p>http://simplelink.library.utoronto.ca/url.cfm/412166</p>
Final Exam		TBD		