

## PERSONALITY DISORDERS (PSYD32H3-F-LEC01)

### COURSE SYLLABUS – Fall, 2021

**Instructor:** R. Michael Bagby, Ph.D., C.Psych., Full Professor, Departments of Psychology and Psychiatry, University of Toronto; Graduate Department of Psychological Clinical Science

**Class Time and Location:** Tuesdays from 12:10pm-2:00pm, Zoom synchronous (Host: Bagby Lab)

**Office hours:** Tuesdays from 11am-12pm (or by appointment. Contact: [bagbylab@gmail.com](mailto:bagbylab@gmail.com))

#### **Textbook:**

- Lejuez, C.W., & Kratz, K.L. (2020). *The Cambridge Handbook of Personality Disorders*. Cambridge, UK: Cambridge University Press.

#### **Resource Texts:**

- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders*. American Psychiatric Association. <https://doi.org/10.1176/appi.books.9780890425596>
- American Psychological Association. (2020). *Publication Manual of the American Psychological Association*.
- *ICD-11 for Mortality and Morbidity Statistics*. (2020). World Health Organization. <https://icd.who.int/browse11/1-m/en>
- 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 Quercus. Please monitor the course website regularly for important announcements and updates. Class emails will also be sent through Quercus. Please make sure your listed email address is correct.**

#### **Course Description**

This course is designed to provide you with an in-depth understanding of personality disorders (PDs), including the diagnostic criteria for each of the ten PDs in the fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5; APA, 2013), which uses a strictly categorical approach, and the recently released 11<sup>th</sup> edition of the *International Classification of Diseases* (ICD-11; WHO, 2020), which implemented a primarily dimensional approach for diagnosing personality disorders. The DSM-5 also includes an Alternative Model for Personality Disorders (AMPD), which proposes a hybrid categorical/dimensional method to diagnosing PDs. Classes will be conducted in seminar style and Case Studies will be presented and discussed; students are expected to have read the assigned material prior to class. All readings are available electronically through the U of T library.

#### **Learning Objectives**

- Deepen and broaden knowledge of personality disorders (PDs).
- Become knowledgeable with the diagnostic criteria for each of the 10 PDs in DSM-5.
- Become knowledgeable with the personality diagnostic system in ICD-11.
- Increase awareness of controversies in the conceptualization of personality disorders.
- Increase knowledge base in the assessment of personality psychopathology.

#### **Course Requirements, Evaluation and Grading**

**Quizzes:** At the beginning of each class students will be administered a brief quiz based on the **Required Reading(s)** assigned for that class, each quiz is worth 2%; there are 11 quizzes (students can drop one quiz). Performance on the quizzes is worth 20% of your final course grade. Quizzes will be administered at the beginning of each class.

Paper # 1: To evaluate students' knowledge the 10 DSM-5 PDs each student will be required to write a comprehensive, critical review paper on one the 10 PDs of their choice. The details of this paper will be discussed in class. This paper is worth 50% of your final course grade. Paper length is restricted to a

maximum of 30 pages, double spaced, double-sided, including everything. Papers must be written in accordance with seventh edition of the *Publication Manual of the American Psychological Association* (APA, 2020) (<http://ctl.utsc.utoronto.ca/twc/apa>). **This paper is due on November 16, 2021.**

Paper # 2: To evaluate students' knowledge of alternative dimensional approaches to diagnosing and conceptualizing the DSM-5 PDs, each student must choose one of the PDs (it can be the PD they reviewed in Paper # 1) and detail how this disorder could be captured with either the ICD-11, DSM-5 AMPD or FFM models. The details of this paper will also be discussed in class. This paper is worth 30% of your final course grade. Paper length is restricted to a maximum of 20 pages, double spaced, double-sided, including everything. Papers must be written in accordance with seventh edition of the *Publication Manual of the American Psychological Association* (APA, 2020) (<http://ctl.utsc.utoronto.ca/twc/apa>). **This paper is due on December 6, 2021.**

Both papers should use 11-point font Times New Roman, 1" (2.54c) margins all around. The paper must be paginated.

WEEK	DATE	TOPIC
1	September 7	Lecture 1: <i>Introduction to Personality Disorders &amp; Course Overview</i> <b>No Readings</b>
2	September 14	Lecture 2: <i>The Diagnostic Criteria of Personality Disorders in DSM-5: The Categorical Approach</i> <b>Required Reading(s):</b> Lejuez & Kratz (2020): Chapter 6 <b>Suggested Reading(s):</b> Lejuez & Kratz (2020): Chapters 6a, 6b, 6c <b>Quiz # 1</b>
3	September 21	Lecture 3: Cluster A Personality Disorders: <ul style="list-style-type: none"> <li>• Paranoid; Schizoid; Schizotypal</li> </ul> <b>Required Readings:</b> Lejuez & Kratz (2020): Chapter 9 <b>Suggested Reading(s):</b> Lejuez & Kratz (2020): Chapters 9a, 9b, 9c <b>Quiz # 2</b>
4	September 28	Lecture 4: Cluster B Personality disorders: Antisocial/Psychopathy <b>Required Reading(s):</b> Lejuez & Kratz (2020): Chapters 11 <b>Suggested Readings:</b> Lejuez & Kratz (2020): Chapters 11a, 11b, 11c <b>Quiz # 3</b>
5	October 5	Lecture 5: Cluster B Personality disorders: Borderline <b>Required Reading(s):</b> Lejuez & Kratz (2020): Chapters 10 <b>Suggested Reading(s):</b> Lejuez & Kratz (2020): Chapters 10a, 10b, 10c <b>Quiz # 4</b>
	October 12	Reading Week
6	October 19	Lecture 6: Cluster B Personality disorders: Narcissistic/Histrionic <b>Readings:</b> Lejuez & Kratz (2020): Chapters 12 <b>Suggested Readings:</b> Lejuez & Kratz (2020): Chapters 12a, 12b, 12c <b>Quiz # 5</b>
7	October 26	Lecture 7: Cluster C Personality disorders: <ul style="list-style-type: none"> <li>• Avoidant; Dependent; Obsessive-compulsive</li> </ul> <b>Required Reading(s):</b> Lejuez & Kratz (2020): Chapter 13 <b>Suggested Readings:</b> Lejuez & Kratz (2020): Chapters 13a, 13b, 13c <b>Quiz # 6</b>
8	November 2	Lecture 8: Criticisms of the DSM-5 Personality Disorder System <b>Required Reading(s):</b> Lejuez & Kratz (2020): Chapter 5 <b>Suggested Readings:</b> Lejuez & Kratz (2020): Chapters 5a, 5b, 5c <b>Quiz # 7</b>
9	November 9	Lecture 9: Five-Factor Model Approach to Personality Disorders <b>Required Reading(s):</b> Lejuez & Kratz (2020): Chapters 7 <b>Suggested Readings:</b> Lejuez & Kratz (2020): Chapters 7a, 7b, 7c <b>Quiz # 8</b>
10	November 16	Lecture 10: DSM-5 Alternative Model for Personality Disorders <b>Required Reading(s):</b> Krueger, R. F. & Hobbs, K. A. (2020). An Overview of the DSM-5 Alternative Model of Personality Disorders. <i>Psychopathology</i> , 53, 126-12. Zimmerman, J., Kerber, A., Rek, K., Hopwood, C. J., Krueger, R. F. (2019). A Brief but Comprehensive Review of Research on the Alternative DSM-5 Model for Personality Disorders. <i>Current Psychiatry Reports</i> , 21(9), 1-19. <b>Quiz # 9</b>
11	November 23	Lecture 11: ICD-11 Personality Disorder Model <b>Readings:</b> Tyrer, P., Mulder, R., Kim, Y., & Crawford, M. J. (2019). The Development of the ICD-11 Classification of Personality Disorders: An Amalgam of Science, Pragmatism, and Politics. <i>Annual Review of Clinical Psychology</i> , 15, 481-502. <b>Quiz # 10</b>
12	November 30	Lecture 12: Treatment

		<b>Required Reading(s):</b> Lejuez & Kratz (2020): Chapters 17, 18 Suggested Readings: Lejuez & Kratz (2020): Chapters 17a, 17b, 17c; 18a, 18b, 18c <b>Quiz # 11</b>
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**Accessibility:** Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca).

**Video and Auditory Recording:** For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on Appropriate Use of Information and Communication Technology. Note, however, that these guidelines include the provision that students may obtain consent to record lectures and, "in the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld."

**Academic Integrity:** Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. [The University of Toronto's Code of Behaviour on Academic Matters](#) 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 in all relevant courses
- 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, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources (for example, the [University of Toronto website on Academic Integrity](#)).

The University's plagiarism detection tool is a tool that will assist in detecting textual similarities between compared works. University's plagiarism detection tool is an efficient way to identify common writing issues and deter plagiarism in course assignments.

Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

For more information on the Plagiarism Detection Tool, please send a query to [q.help@utoronto.ca](mailto:q.help@utoronto.ca).

### **Course Policies:**

**Grading:** Any complaint about grading on any course evaluation must be made in writing to Dr. Bagby within one week of receiving the graded material and should detail the point of contention.

#### **Psychology Department Missed Term Work Policy, FALL 2021**

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

- 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.utsc.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.utsc.utoronto.ca/registrar/term-work>

#### **Accommodations for Illness or Emergency:**

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

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>)
2. **Declare your absence** on **ACORN** (Profile & Settings > Absence Declaration)
3. **Email both the Request for Missed Term Work Accommodations Form AND a screenshot of your Self-Declared Absence on ACORN** to the email address provided by your instructor on the course syllabus **WITHIN 2 BUSINESS DAYS** of the missed work.

*Note:* If you are unable to submit your documents within 2-business days, **you must still email your instructor within the 2-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**.

*Note:* For this semester, we do not require any additional supporting documentation (e.g. 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 midterms scheduled at the same time), please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing “Other” and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to your course instructor **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” and noting “Religious conflict” in the space provided.
2. Email the form to your course instructor **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 your course instructor **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 your instructor detailing accommodations required.

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

- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):
  1. Complete the **Request for Missed Term Work Accommodations Form**.
  2. Email the form and your **Accommodation Letter** to your instructor, specifying how many days extension you are requesting.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. 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 your instructor detailing the accommodations required.

### **Accommodation Procedure:**

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. 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. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for an instructor response to resume work on your assignment**. Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor.

For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a [Verification of Illness Form](#) completed by your doctor, AND this form to your instructor if you would like to request accommodations in advance of the assignment deadline or midterm date. **Declare your future absence on [ACORN](#) (absences can be declared up to 14 days in the future).**

**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. **Please make it clear in your subject line that you are requesting a second accommodation.** For example, if you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you must submit another request ‘Missed Term Work Accommodations’ form and declare your extended absence on ACORN. \*\*\*Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

**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