

PERSONALITY DISORDERS (PSYD32H3-F-LEC01)

COURSE SYLLABUS – Fall, 2022

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 1:10pm-3:00pm in HL B108 (in-person)

Office hours: By appointment, preferably via Zoom.

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, 5th edition (DSM-5)*. American Psychiatric Association Press. <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 do not email Dr. Bagby directly about course matters, but rather through Quercus. The student ambassador and Dr. Bagby will monitor these emails. 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 11th 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 15, 2022.**

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 5, 2022.**

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

<u>Evaluation Breakdown</u>	
Quizzes	20%
Paper #1	50%
Paper #2	30%

WEEK	DATE	TOPIC
1	September 6	Lecture 1: <i>Introduction to Personality Disorders & Course Overview</i> No Readings
2	September 13	Lecture 2: <i>The Diagnostic Criteria of Personality Disorders in DSM-5: The Categorical Approach</i> Required Reading(s): Lejuez & Kratz (2020): Chapter 6 Suggested Reading(s): Lejuez & Kratz (2020): Chapters 6a, 6b, 6c Quiz # 1
3	September 20	Lecture 3: Cluster A Personality Disorders: <ul style="list-style-type: none"> • Paranoid; Schizoid; Schizotypal Required Readings: Lejuez & Kratz (2020): Chapter 9 Suggested Reading(s): Lejuez & Kratz (2020): Chapters 9a, 9b, 9c Quiz # 2
4	September 27	Lecture 4: Cluster B Personality disorders: Antisocial/Psychopathy Required Reading(s): Lejuez & Kratz (2020): Chapters 11 Suggested Readings: Lejuez & Kratz (2020): Chapters 11a, 11b, 11c Quiz # 3
5	October 4	Lecture 5: Cluster B Personality disorders: Borderline Required Reading(s): Lejuez & Kratz (2020): Chapters 10 Suggested Reading(s): Lejuez & Kratz (2020): Chapters 10a, 10b, 10c Quiz # 4
	October 11	Reading Week/Thanksgiving
6	October 18	Lecture 6: Cluster B Personality disorders: Narcissistic/Histrionic Readings: Lejuez & Kratz (2020): Chapters 12 Suggested Readings: Lejuez & Kratz (2020): Chapters 12a, 12b, 12c Quiz # 5
7	October 25	Lecture 7: Cluster C Personality disorders: <ul style="list-style-type: none"> • Avoidant; Dependent; Obsessive-compulsive Required Reading(s): Lejuez & Kratz (2020): Chapter 13 Suggested Readings: Lejuez & Kratz (2020): Chapters 13a, 13b, 13c Quiz # 6
8	November 1	Lecture 8: Criticisms of the DSM-5 Personality Disorder System Required Reading(s): Lejuez & Kratz (2020): Chapter 5 Suggested Readings: Lejuez & Kratz (2020): Chapters 5a, 5b, 5c Quiz # 7
9	November 8	Lecture 9: Five-Factor Model Approach to Personality Disorders Required Reading(s): Lejuez & Kratz (2020): Chapters 7 Suggested Readings: Lejuez & Kratz (2020): Chapters 7a, 7b, 7c Quiz # 8
10	November 15	Lecture 10: DSM-5 Alternative Model for Personality Disorders Required Reading(s): 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. Quiz # 9
11	November 22	Lecture 11: ICD-11 Personality Disorder Model Readings: 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. Quiz # 10
12	November 29	Lecture 12: Treatment

		Required Reading(s): Lejuez & Kratz (2020): Chapters 17, 18 Suggested Readings: Lejuez & Kratz (2020): Chapters 17a, 17b, 17c; 18a, 18b, 18c Quiz # 11
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Course Policies

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."

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.

Disability-Related Accommodations

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 (<http://www.utoronto.ca/ability/>) as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please contact 416-287-7560 (tel/TTY) or email ability.utoronto.ca for more information.

The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

University's Plagiarism Detection Tool

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 website (<https://uoft.me/pdt-faq>).

Academic Integrity

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 in papers and assignments** include 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** cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or 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](#)).

Religious Accommodations

The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Equity, Diversity, Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Masks in the Classroom

While the mask mandate has been paused as of 1 July 2022, the use of medical masks continues to be strongly encouraged at U of T Scarborough in indoor settings where physical distancing is not possible. We ask everyone to respect each other's decisions, comfort levels, and health needs. Masks are available at all building entrances at U of T Scarborough and in all classrooms.

Department of Psychology Missed Term Work Policy

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

Note:

- 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.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office [petition process](#).

The email address to submit missed term work accommodation requests in **PSYD32** is:
rmichael.bagby@utoronto.ca

ILLNESS OR EMERGENCY accommodations:

For missed work due to ILLNESS OR EMERGENCY, complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Declare your absence on [ACORN](#) (Profile & Settings > Absence Declaration)
3. Email **both** of the following items to the course email **WITHIN 2 BUSINESS DAYS** of the missed work:
 - . the [Request for Missed Term Work Accommodations Form](#)
AND
 - a. a screenshot of your Self-Declared Absence on ACORN

Note:

- *If you are unable to submit your request within 2 business days, you must still email your instructor within the 2 business day window to explain the nature of the delay. Exceptions to the 2 business day deadline will only be made under exceptional circumstances.*
- *If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.*

ACADEMIC CONFLICT accommodations:

For missed term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same time):

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Take screenshots of your course Quercus pages that demonstrate the conflict.
3. Email the form and screenshots to the course email **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. Requests sent after the activity deadline may not be accommodated.

Note:

- *Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*
- *Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are conflicts.*
- *Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.*

RELIGIOUS CONFLICT accommodations:

For missed term work due to a RELIGIOUS CONFLICT:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Email the form to the course email **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. Requests sent after the activity deadline may not be accommodated.

ACCESSABILITY SERVICES accommodations:

For missed **TERM TESTS** due to ACCESSABILITY REASONS:

- **Contact your AccessAbility consultant** and have them email the course email 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 the course email 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 the course email 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. **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 the instructor's response to resume work on your assignment**. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and email it to your instructor.

For an **anticipated absence** (e.g. a scheduled surgery or an illness with a prolonged recovery period), if you would like to request accommodations in advance, submit a [Verification of Illness Form](#) completed by your doctor AND the [Request for Missed Term Work Accommodations Form](#) to the course email. Absences can be declared up to 14 days into the future on ACORN.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, 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**. E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test, you must submit *another* [Request for 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 necessarily be provided.