

## PERSONALITY DISORDERS (PSYD32H3-S-LEC01)

### COURSE SYLLABUS – Winter, 2024

**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:** Thursdays from 11:10 am-1:00 am in room AC332 (in-person)

**Contact:** [rmichael.bagby@utoronto.ca](mailto:rmichael.bagby@utoronto.ca)

**Course email:** [bagbycourses@gmail.com](mailto:bagbycourses@gmail.com)

**Office hours:** By appointment, preferably via Zoom.

#### Textbook:

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

#### Resource Texts:

- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5<sup>th</sup> 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. If you have any questions regarding the class, please email [bagbycourses@gmail.com](mailto:bagbycourses@gmail.com). Please do not email Dr. Bagby directly about course matters. 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 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 (11:10 am). Students will have 20 minutes to complete the quiz.

**Paper # 1:** To evaluate students' knowledge of the 10 DSM-5 PDs each student will be required to write a comprehensive, critical review paper on one of 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 March 21, 2024 at 11:59 pm.**

**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 April 8, 2024 at 11:59 pm .**

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

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

WEEK	DATE	TOPIC
1	January 11	Lecture 1: <i>Introduction to Personality Disorders &amp; Course Overview</i> <b>No Readings</b>
2	January 18	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 Suggested Reading(s): Lejuez & Kratz (2020): Chapters 6a, 6b, 6c <b>Quiz # 1</b>
3	January 25	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 Suggested Reading(s): Lejuez & Kratz (2020): Chapters 9a, 9b, 9c <b>Quiz # 2</b>
4	February 1	Lecture 4: Cluster B Personality disorders: Antisocial/Psychopathy <b>Required Reading(s):</b> Lejuez & Kratz (2020): Chapters 11 Suggested Readings: Lejuez & Kratz (2020): Chapters 11a, 11b, 11c <b>Quiz # 3</b>
5	February 8	Lecture 5: Cluster B Personality disorders: Borderline <b>Required Reading(s):</b> Lejuez & Kratz (2020): Chapters 10 Suggested Reading(s): Lejuez & Kratz (2020): Chapters 10a, 10b, 10c <b>Quiz # 4</b>
6	February 15	Lecture 6: Cluster B Personality disorders: Narcissistic/Histrionic <b>Readings:</b> Lejuez & Kratz (2020): Chapters 12 Suggested Readings: Lejuez & Kratz (2020): Chapters 12a, 12b, 12c <b>Quiz # 5</b>
	February 22	Reading Week
7	February 29	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 Suggested Readings: Lejuez & Kratz (2020): Chapters 13a, 13b, 13c <b>Quiz # 6</b>
8	March 7	Lecture 8: Criticisms of the DSM-5 Personality Disorder System <b>Required Reading(s):</b> Lejuez & Kratz (2020): Chapter 5 Suggested Readings: Lejuez & Kratz (2020): Chapters 5a, 5b, 5c <b>Quiz # 7</b>
9	March 14	Lecture 9: Five-Factor Model Approach to Personality Disorders <b>Required Reading(s):</b> Lejuez & Kratz (2020): Chapters 7 Suggested Readings: Lejuez & Kratz (2020): Chapters 7a, 7b, 7c <b>Quiz # 8</b>
10	March 21	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	March 28	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	April 4	Lecture 12: Treatment

		<p><b>Required Reading(s):</b> Lejuez &amp; Kratz (2020): Chapters 17, 18  Suggested Readings: Lejuez &amp; Kratz (2020): Chapters 17a, 17b, 17c; 18a, 18b, 18c  <b>Quiz # 11</b></p>
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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.utsc.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.utsc@utoronto.ca](mailto:ability.utsc@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](#)).

### Use of Generative AI in Course Work

Students may use artificial intelligence tools for creating an outline for an assignment or gathering information from across sources and assimilating it for understanding. However, the final submitted assignment must be original work produced by the individual student alone, and students may not use artificial intelligence tools for taking tests. Use of generative AI in this course beyond creating outlines for assignment and gathering information for studying may be considered use of an unauthorized aid, which is a form of cheating. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

### Centre for Teaching and Learning

The Centre for Teaching and Learning (CTL) is available to support you in your writing, math and stats, and English language needs. It offers online and in-person tutoring and consultations and has a variety of helpful resources. For more information, please visit CTL's Student Resource Centre at AC313 or check out <https://uoft.me/AcademicLearningSupport>.

### 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**

**Procedure:**

1. Complete the [Request for Missed Term Work Accommodations Form](#) ("MTW Form").
2. Email **BOTH** your MTW Form and Supporting Documentation to <course email> according to the instructions specified below.

**Supporting Documentation Requirements and Deadlines:**

Reason for Missed Work	Documentation required for a <b>first absence</b> in the term	Documentation required for <b>subsequent absences</b> in the term	Deadline for submitting MTW form and supporting documentation
Illness or Injury	<a href="#">ACORN</a> Absence Declaration	<a href="#">UofT Verification of Illness Form</a>	<b><u>WITHIN 2 BUSINESS DAYS</u></b> of the missed work
Bereavement	<a href="#">ACORN</a> Absence Declaration	A death certificate or funeral announcement	<b><u>WITHIN 2 BUSINESS DAYS</u></b> of the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	<a href="#">ACORN</a> Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	<b><u>10 BUSINESS DAYS IN ADVANCE</u></b> of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	For missed <b>TERM TESTS</b> , <ul style="list-style-type: none"> <li>- <b>Contact your AccessAbility consultant</b> and have them write to the course email detailing the accommodations needed.</li> </ul> For missed <b>ASSIGNMENTS</b> , <ul style="list-style-type: none"> <li>- If your desired accommodation is <b>within the scope</b> of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" and you need 3 days), send your <b>Accommodation Letter</b> to the course email and specify how many days extension you are requesting.</li> <li>- If your desired accommodation is <b>outside the scope</b> of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" but you need more time than that), <b>contact your AccessAbility consultant</b> and have them write to the course email detailing the accommodations needed.</li> </ul>		<b><u>PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE</u></b>
Academic Conflict (e.g. two midterms at the same time)	<ol style="list-style-type: none"> <li>1. Complete the <a href="#">Request for Missed Term Work Accommodations Form</a>.</li> <li>2. Take screenshots of your course Quercus pages that demonstrate the conflict.</li> <li>3. Email the form and screenshots to the course email <b>at least two weeks (10</b></li> </ol>		<b><u>10 BUSINESS DAYS IN ADVANCE</u></b> of the missed work

	<p><b>business days) before the date of the activity</b>, 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.</p> <p><i>Note:</i></p> <ul style="list-style-type: none"> <li>• <i>Multiple assignments due on the same day are <u>not</u> considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.</i></li> <li>• <i>Back-to-back tests/quizzes are <u>not</u> considered conflicts. Only overlapping activities are conflicts.</i></li> <li>• <i>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.</i></li> </ul>	
Religious Conflict	<ol style="list-style-type: none"> <li>1. Complete the <a href="#">Request for Missed Term Work Accommodations Form</a>.</li> <li>2. Email the form to the course <b>email at least two weeks (10 business days) before the date of the activity</b>, 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.</li> </ol>	

### Notes:

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments
- [Missed Final Exams](#) are handled by the Registrar's Office and should be declared on eService.
- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.
- 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](#).
- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.
- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered academic 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.

### Next Steps:

After submitting your documentation, you will receive a response from your instructor or TA. The course instructor reserves the right to decide what accommodations 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.

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.** Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. \*Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.