

**Attention!**

This is a *representative* syllabus.

The syllabus for the course when you enroll may be *different*.

Use the syllabus provided by *your* instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email ([psychadvising@osu.edu](mailto:psychadvising@osu.edu)) or phone (614.292.5750).

Thank you!

**PSYCHOLOGY 5270**  
**PERSONALITY DISORDERS: Classification, Etiology, and Treatment**  
**32893/32892**

**Autumn, 2021**

**Required Text:**

Lejuez, C. W. & Gratz, K. L. (Eds.) (2020). *The Cambridge handbook of personality disorders*. Cambridge University Press, New York.

**Supplemental Text:**

Livesley, W. J. & Larstone, R. (2018). *Handbook and personality disorders: Theory, research and treatment, 2<sup>nd</sup> Ed.* The Guilford Press, New York.

There also will be other assigned/required readings; these will be announced in class and made available on Carmen and through the OSU library system.

**Pre-requisites:**

2220 **and** 2300, **and** 2367.02, 3331 (331), 3331H (331H), 3331E (331E), 3335 (335) **or** 3530 (530).

**Course Overview:**

It has been said that every new generation of psychologists and mental health providers has to rediscover the importance of personality disorders for itself (W. John Livesley, 2001). The study of personality disorders in clinical psychology comes in and out of favor and the preferred classification system has changed drastically over various editions of the DSM and in the psychological science literature. Nonetheless, as noted in the opening quote, most treatment providers would argue that the class of psychological difficulties that we call personality disorders is an important clinical issue with substantial public health and societal implications. In this course, we will cover (1) the conceptual issues relevant to and the phenomenology of personality disorders; (2) the

etiological, vulnerability, and risk factors of personality disorders; (3) the course and stability of personality disorders; (4) the assessment and classification of personality disorders; and (5) the treatment of personality disorders.

The purpose of this course is to add depth to the psychology department's offerings related to clinical psychology and the study of psychopathology. Specifically, this course will build on the foundational knowledge of personality disorders that you learned in Abnormal Psychology/Psychopathology and Theories of Personality. It is expected that you have a general familiarity with personality disorders and, in this class, we will deepen that knowledge base. This course is also meant to be integrative in that we will consider personality from different theoretical orientations and psychological perspectives (including, but not limited to, developmental, neuroscience, social, and historical).

### **Course Objectives:**

In this course, students will:

1. Obtain an in-depth understanding of the phenomenology, classification, assessment, and treatment of personality disorders
2. Demonstrate an understanding of the conceptualization of personality disorders from different theoretical orientations
3. Communicate understanding of the major debates and related research findings within the personality disorders literature
4. Evaluate the evidence for treatment of personality disorders

### **Class Preparation and Required Assignments:**

The textbook is available at the campus bookstores. You will learn the most in this class (and probably in any class) if you are an active participant. Therefore, please complete the assigned readings before coming to class. Additional readings **will be** assigned throughout the semester. You are responsible for these readings and class discussions and assessments will be conducted with the assumption that you have read all the material. This is an upper-level class designed to deepen your understanding of psychopathology and clinical psychological science through reviewing the theoretical and research literature relative to personality disorders. As such, much of the learning that takes place in this course will be through in-class discussions. I expect you to come prepared to participate in these discussions.

### **Participation (130 points):**

Reflection Papers (105 points – 15 points each): You will be responsible for choosing 7 lecture dates and submitting a brief reflection paper based on the readings for class that day. The reflection papers are due by 11:00 p.m. the night before the class in which the readings will be discussed. Your reflection paper should be more than a summary of the reading. In fact, I don't need a summary of the reading at all – I've already read all of them. ☺ With your reflection paper, you should evaluate the research and argument made in your reading, raise questions for further study based on your understanding of the reading, or discuss your overall reactions to the readings in the context of other course material. These papers should be no more than one page, double-spaced and written in 11 or 12-point font with 1-inch margins.

**Research Review (25 points):** You will each be assigned one class period in which you will be responsible for briefly (i.e., 5 minutes and 3 - 5 slides) reviewing a paper relevant to the day's topic. You will need to identify a current (within the past 3 years) research (either an empirical paper or a narrative or metanalytic review) paper that is relevant to the topic being discussed that day and create 3 - 5 slides and a 5 - 8 minute oral summary of the paper. You will record your presentation on Zoom and it will be made available for your classmates to review. You will also be asked to make a copy of the paper available as well.

**Paper (100 points):** In order to give you the opportunity to synthesize information from the course and deepen your understanding of personality disorders, there will be a term paper for this class. The paper should be at least 8 pages and no more than 15 pages, not inclusive of references. Papers should be double-spaced and written in 11 or 12-point font with 1-inch margins. The paper can be in one of three forms. Feel free to run your paper ideas by me before you start. This paper can be informed by work you have already done but may not be a product of completed work.

1. Narrative review: Choose a topic relevant to the study of personality disorders and conduct a literature review. Depending on the topic of your literature review the topic might be broad (e.g., dependent personality disorder) or more narrow (e.g., intrapersonal emotion regulation in borderline personality disorder). The paper doesn't have to be about a particular personality disorder; for example, you might decide to review the arguments for dimensional and categorical systems of classification for personality disorders or review the evidence for a particular model of personality disorders.
2. Research proposal: You can write a research proposal in which you present the introduction and design sections of a proposed project. The introduction section should lead up to and provide the relevant background for a research question. The methods section should present the proposed project including a "participants" subsection (i.e., age range, gender composition, inclusion and exclusion criteria), a measures and/or materials section (i.e., descriptions of assessment measures, study materials), and a procedures section which outlines the structure of the project.
3. Popular media dissection: Identify a personality disorder that is portrayed in the popular media (e.g., movie, television show, book). Using the research and theoretical literature, discuss how the character you have identified does or does not line up with what has been published in the literature. This type of paper will require you to find and review literature on the personality disorder you are analyzing.

The paper is **due November 18, 2021**.

**Exams (200 points):**

There will be two exams in this course – one at mid-term and one at the end of the semester – each worth 100 points. The exams will be comprised mainly of essay questions. Although the exams will be heavily weighted toward essay questions, there may be some information that lends itself to more objective types of questions (e.g., matching theorists to personality theories). The purpose of the exams is to demonstrate that you are able to think critically about the theories and the related research as well as synthesize the information presented in class and through the readings. The exams will

be delivered via Carmen. Exams will be open for 24 hours and you will have 75 minutes to complete the exam. The exams will be open book and open note but to do well on the exam, you will need to be prepared coming into the exam.

**Attendance:** Attendance is not mandatory but I hope you will choose to come to class. Students are responsible for all material covered in class, regardless of whether or not they are in attendance.

**Graduate Student status:** This course is open to both advanced undergraduate students and graduate students. The formal requirements are similar for all students, but there are two notable differences. Graduate students must write a paper that is between 12 – 15 pages. Additionally, graduate students are expected to do two research highlight presentations (one prior to and one after the mid-term exam). Additionally, all work submitted by graduate students will be graded solely by me; graduate student TAs will not grade the work of other graduate students.

**Grades:**

Final grades will be based on a cumulative points system. The two exams are worth 100 points each (200 points total), the total value of the response papers is 105 points (15 points per paper), the research review is worth 25 points total, and the term paper is worth 100 points. Thus, there is a total of 430 points available resulting in the following grading scale:

Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	E
Percent	93%	90%	87%	83%	80%	77%	73%	70%	67%	60%	<60%
Points	400	387	374	357	344	331	314	301	288	258	<258

This should make it relatively easy for you to keep track of your grades and to see how you are doing throughout the semester. If you know that you need a “C” to graduate, and you have earned 230 points coming into the last test, then you will need to earn at least 84/100 points on the final to earn the grade you would like to have.

**Academic Misconduct:** All students at the Ohio State University are bound by the Code of Student Conduct. Suspected violations of the code in this class will be dealt with according to the procedures detailed in said code. Specifically, any alleged cases of misconduct will be referred to the Committee of Academic Misconduct. Please refer to the code at: (<http://studentaffairs.osu.edu/csc/>) for more details.

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentconduct.osu.edu>.

**Students with Disabilities:** “The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including

mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.”

**Sexual misconduct/relationship violence:** “Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)”

Anticipated Class Schedule Autumn 2021 (subject to change)

Date	Topic	Reading/Assignment Due
August 24	Introduction to the Class	None
<b>Conceptual and Taxonomic Issues</b>		
August 26	Current Diagnostic System	DSM Handout
August 31	Categorical Models	Chapter 6, pp. 120 – 144
September 2	Dimensional Models	Chapter 7, pp. 145 - 170
September 7	Interpersonal Models	Chapter 8, 171 – 194
September 9	Controversies in Classification	Chapter 5, 103 – 119
<b>Etiology and Course</b>		
September 14	Biological -- Imaging	Chapter 1, pp. 3 – 28
September 16	Biological -- Genetics	Chapter 2, pp. 29 – 49
September 21	Environmental & Childhood	Chapter 3, pp. 50 – 73
September 23	Developmental	Chapter 4, pp. 74 – 102
<b>Specific Disorders</b>		
September 28	ASPD	Chapter 11, pp. 267 – 276
September 30	Histrionic + Narcissistic	Chapter 12, pp. 277 – 301
October 5	BPD	Chapter 10, pp. 195 – 222
October 7	BPD	<p>Lazarus et al. (2020). Characterization of relationship instability in women with borderline personality disorder: A social network analysis. <i>Personality Disorders: Theory, Research, and Treatment</i>, 11, 312 - 320.</p> <p>Southward, M. W. &amp; Cheavens, J. S. (2020). Quality or Quantity? A multi-study analysis of emotion regulation skills deficits associated with Borderline Personality Disorder. <i>Personality</i></p>

		<i>Disorders: Theory, Research, &amp; Treatment, 11, 24 – 35.</i>
October 12	<b>EXAM 1</b>	
October 14	<b>NO CLASS – FALL BREAK</b>	
October 19	Cluster A	Chapter 9, pp 195 – 222
October 21	Cluster C	Chapter 13, pp. 302 – 328
<b>ASSESSMENT</b>		
October 26	Dimensional Assessments	Chapter 14, pp. 329 – 355
October 28	Categorical Assessments	Chapter 15, pp. 356 – 374
November 2	Projective Assessments	Livesley Chapter 21
November 4	Assessment of Mechanisms	Chapter 16, 375 - 400
<b>TREATMENT</b>		
November 9	CBT	Chapter 17, pp. 401 – 426
November 11	DBT	Livesley Chapter 29  Coyle, T. N. et al. (2018). On the potential for iatrogenic effects of psychiatric crisis services: The example of Dialectical Behavior Therapy for adult women with BPD.
November 16	Psychoanalytic/Psychodynamic	Chapter 18, pp. 427 – 449
November 18	Traits in Treatment	Chapter 19, pp. 450 – 476  <b>PAPER DUE</b>
November 23	<b>NO CLASS</b>	
November 25	<b>NO CLASS – HAPPY THANKSGIVING!</b>	
November 30	Brief Treatment	Chapter 20, pp. 477 – 503
December 2	Review/Wrap-Up	
December 7	<b>EXAM 2</b>	



