

## Psych 750: Understanding Personality and Personality Disorders

Research and Clinical Training (RCT) Graduate Stream  
Department of Psychology, McMaster University  
Winter 2018

**Practicum Coordinator:** Sheryl Green, Ph.D., C.Psych  
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Hours: By appointment

**Office:** Room C138, Women's Health Concerns Clinic, West 5<sup>th</sup> Campus, St. Joseph's  
Healthcare Hamilton

**Course Time:** Tuesday mornings 9:30AM – 12:00PM January to April 2018 (Jan 9-Apr 3)

**Course Location:** B247, Department of Psychology, 2<sup>nd</sup> Floor, West 5<sup>th</sup> Campus, St. Joseph's  
Healthcare Hamilton

**Overview:** Personality psychology, in contrast to abnormal and clinical psychology, is the study of normal personalities and their development. This course aims at deepening the understanding of major theories of personality and personality development. In addition, this course is designed to provide students with an in-depth understanding of the DSM-V personality disorders. Personality theories and models will be uniquely used to understand how and why personality disorders develop. The impact of these disorders on the daily functioning of both the personality disordered person and others will be covered.

**Course Requirements and Evaluation:** It is expected that students attend classes, actively participate, and on assigned days, lead seminar discussions. Evaluation will be based on 1) presentations on specific personality disorders and personality theories to be assigned, 2) a paper, 3) an exam, and 4) participation in class discussions.

**Policy Regarding Changes to Course:** The instructor and University reserve the right to modify elements of the course during the term. The University may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

**Policy Reminder on Academic Dishonesty:** Academic dishonesty consists of misrepresentation by deception or by fraudulent means and can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: Grade of F assigned for academic dishonesty), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at [http://www.mcmaster.ca/senate/academic/ac\\_integrity.htm](http://www.mcmaster.ca/senate/academic/ac_integrity.htm).

The following illustrates only three forms of academic dishonesty: 1) Plagiarism, e.g., the submission of work that is not one's own for which other credit has been obtained; 2) improper collaboration in group work and; 3) copying or using unauthorized aids in tests and examinations.

**Policy on Make-Up Assignments:** Make-up assignments will be allowed only in the case of extreme circumstances and with proper documentation from your Faculty office.

## Assigned Textbooks

1) Sperry, L. (2016). Handbook of Diagnosis and Treatment of DSM-5 Personality Disorders: Assessment, Case Conceptualization, and Treatment. Routledge: New York, NY.

2) Carducci, B. J. (2015). The Psychology of Personality: Viewpoints, Research, and Applications. 3<sup>rd</sup> Ed. Wiley: Hoboken, NJ.

## Grading Breakdown

30% Class Presentation

30% Paper

30% Exam

10% Participation

**1) In-Class Presentation (30%).** Each student will be assigned an in-class presentation which will cover a specific personality diagnosis as well as 2 personality theories. Presentations will be assigned/confirmed the second week of classes. Please provide me with a copy of your PowerPoint slides no later than Monday at 4:30pm of the week of your presentation (Note that this is a firm deadline). This will be distributed to the other students. The presentation should be 150 minutes in length (with 30 minutes for discussion and questions integrated throughout the time allotted).

-Presenters will distribute two readings for their classmates to read the week prior to their presentation.

-Classmates are expected to assist the presenter by actively participating in the discussion and by preparing questions based on the readings that are sent to me no later than 8:30 on Tuesday morning. Ensure that your questions are interesting and provocative and be prepared to defend your own view.

## Contents

Personality theories - 1) one psychodynamic

- 2) one non-psychodynamic

Choose 2 of each to offer to Sheryl

a) You will cover diagnostic criteria-make sure this is discussed in detail/elaborated on with examples that are associated with each criteria.

b) Discuss how you discern between a personality style versus the personality disorder. (Sperry)

c) A video or movie clip with an accurate description of someone with the PD (confirm with me first). (girl interrupted BPD)

d) Present a well-defined case example. (1 slide)

e) Cover two different personality theories/models (that you confirm with me beforehand) and based on them, explain how someone could have developed this personality disorder (case formulation). Make reference to your case example and/or video clip example to help facilitate this. (How do you think a person would develop a PD from that perspective/theory)

f) Cover one empirically supported therapeutic approach for the PD. -DBT

g) Practically, you will offer some suggestions, based on your readings, of how you would facilitate rapport with someone with this personality disorder during assessment or treatment. What approach would work best and what approach would likely cause a problem?

**2) Paper (30%) Due Friday March 30<sup>th</sup>.** Each student will choose a personality disorder of their choice to complete this 10-12 paged APA formatted paper (excluding references). The decision can be based on your personal interest in the personality disorder or you can decide on one that you think might help you for your next practicum placement, your research, etc. The paper will closely follow the same format as the presentation

a) Summary of the diagnostic criteria and walk through a well-defined case example, highlighting the criteria along the way.

b) Discuss how you discern between a personality style versus the personality disorder.

c) Cover two different personality theories/models. Explain how someone could have developed this personality disorder using these two theories/models (case formulation). Make reference to a case

Presentation  
1/2 Pers.  
Disord.

1/2 Person  
theory

Readings  
on personality  
theories

-Go into  
Library (real  
library)

Sperry  
my

Think about  
Practicum

Use  
headers

dependent

avoidant

BPD - presenting

example to help facilitate this. PLEASE NOTE-the two personality theories/models in your paper have to be *different* from the two you covered in your presentation.

d) Offer your opinion on the two personality theories/models for understanding personality.

d) Cover one empirically supported therapeutic approach for the PD.

e) Practically, you will offer some suggestions, based on your readings, of how you would facilitate rapport with someone with this personality disorder during assessment or treatment. What approach would work best and what approach would likely cause a problem?

**2) Exam (30%) Tuesday April 3<sup>rd</sup>:** There will be an exam based on 2 vignettes. For each of the 2 vignettes, your job will be to provide a working personality disorder diagnosis. After providing the diagnostic criteria of the PD you have decided on, be prepared to defend your conclusion and provide differential diagnosis (both personality disorder diagnoses and diagnoses that you have covered in your advanced psychopathology course). You will also be asked to describe one personality theory and based on it, explain how the individual in the vignette could have developed this personality disorder (case formulation). You will be asked to offer some suggestions, on how you would facilitate rapport with someone with this personality disorder during assessment or treatment. What approach would work best and what approach would likely cause a problem.

Personality Theories

**Winter 2018 Personality Course Schedule  
(& Continued Longitudinal Exposure Practicum)**

Course Content	Date	Practicum Experiences	Psychologist
<b>1. Introduction: Personality and its Discontents</b> (Dr. Peter Bieling)	Jan 9	Centralized Neuropsychology Service	Dr. J. King
<b>Readings:</b>	a) Chapters 1 & 2 in Carducci Text		
<b>2. Introduction continued</b> (Dr. Sheryl Green)	Jan 16	Centralized Neuropsychology Service	Dr. E. Ballantyne
<b>Readings:</b>	a) Chapters 1 & 2 in Carducci Text		
<b>3. Antisocial Personality Disorder</b> (Dr. Mini Mamek)	Jan 23	Forensics Outpatient Program	Dr. M. Mamek
<b>Readings:</b>	a) Corresponding DSM-V Antisocial PD section b) Antisocial PD Chapter in Sperry Text c) To be chosen/distributed by Dr. Mamek		
<b>4. Narcissistic Personality Disorder</b> (Student Present)	Jan 30 <i>Melise</i>	Forensics Inpatient Program	Dr. P. Sheridan
<b>Readings:</b>	a) Corresponding DSM-V Narcissistic PD Section b) Narcissistic PD Chapter in Sperry Text c) To be chosen and distributed by student presenter 1-week prior		
<b>5. Histrionic Personality Disorder</b> (Student Present)	Feb 6 <i>Sabrina</i>	Mood Disorders Inpatient	Dr. D. Grant
<b>Readings:</b>	a) Corresponding DSM-V Histrionic PD Section b) Histrionic PD Chapter in Sperry Text c) To be chosen and distributed by student presenter 1-week prior		
<b>6. Obsessive-Compulsive Personality Disorder</b> (Student Present)	Feb 13 <i>Raha</i>	Mood Disorders Inpatient	Dr. D. Grant
<b>Readings:</b>	a) Corresponding DSM-V Obsessive-Compulsive PD Section b) Obsessive-Compulsive PD Chapter in Sperry Text c) To be chosen and distributed by student presenter 1-week prior		
<b>READING WEEK: NO CLASS (FEB 20)</b>			
<b>7. Borderline Personality Disorder</b> (Student Present)	Feb 27 <i>Sarah</i>	DBT Clinic	Dr. L. Burckell/Dr. Katherine Holshausen
<b>Readings:</b>	a) Corresponding DSM-V Borderline PD Section b) Borderline PD Chapter in Sperry Text c) To be chosen and distributed by student presenter 1-week prior		

> (6)

> (5)

> (1)

> (2)

<b>8. Personality Across the Lifespan</b> (Dr. Heather McNeely)	Mar 6	Mood Disorders Program	Dr. Caitlin Davey
<b>Readings:</b>	a) To be chosen and distributed by Dr. Heather McNeely		
<b>9. Paranoid Personality Disorder</b> (Student Present)	Mar 13 <i>Zahra</i>	Anxiety Treatment and Research Clinic (PTSD)	Dr. P. Shnaider
<b>Readings:</b>	a) Corresponding DSM-V Paranoid PD Section b) Paranoid PD Chapter in Sperry Text c) To be chosen and distributed by student presenter 1-week prior		
<b>10. Dependent Personality Disorder</b> (Student Present)	Mar 20 <i>Lauren</i>	Youth Wellness Center	Dr. J. Tobon
<b>Readings:</b>	a) Corresponding DSM-V Dependent PD Section b) Dependent PD Chapter in Sperry Text c) To be chosen and distributed by student presenter 1-week prior		
<b>11. Avoidant Personality Disorder</b> (Dr. Caitlin Davey)	Mar 27	Youth Wellness Center	Dr. J. Tobon
<b>PAPER DUE: FRIDAY MARCH 30<sup>th</sup></b>			
<b>Readings:</b>	a) Corresponding DSM-V Avoidant PD Section b) Avoidant PD Chapter in Sperry Text c) To be chosen and distributed by Dr. Davey		
<b>Exam</b>	Apr 3	Youth Wellness Center	Dr. J. Tobon
<b>NO CLASS: Continued Practicum</b>	April 17	Geriatric Inpatient Clinic	Dr. E. Mackillop
<b>NO CLASS: Continued Practicum</b>	Apr 24	Geriatric Outpatient Clinic	Dr. H. McNeely

May 1<sup>st</sup> - Summer Practicum

