

**Faculty of Health**  
**Department of Psychology**  
**PSYC 4050 6.0 Sections: A**  
**PERSONALITY THEORY AND BEHAVIOUR DISORDERS**  
**Thursday at 2:30/ Online via Zoom**  
**2021-22**

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Welcome to 4050!

**Course Description**

This seminar aims at deepening the understanding of major theories of personality and personality development on the one hand and human behaviour and psychopathology on the other hand. The course will focus on the emotional and social aspects of personality and psychopathology.

In the fall, we will concentrate on the theoretical aspects of personality and its development. Later, the first part of the winter semester will be devoted to students' presentations on personality disorders. The last part of the winter semester will be devoted to students' ***Integrative Project***.

This project entails analyzing the life of a person, as reflected in biographies, using theories of personality, concepts of psychopathology (mainly personality disorders), and other concepts in psychology (and other relevant concepts from the social sciences). For example: after reading several biographies, the life of Princess Diana can be explored by various perspectives of personality theories, personality disorders conceptualizations, other psychopathologies (like bulimia) impact of parental divorce on children, impact of being a part of the British aristocracy. This way, like life itself, this project is complex and multifaceted in its essence.

In the process of learning the subject matter, we will deal constantly with nature/ nurture issue, and we be tracing the fine boundaries between the normal and the abnormal in the Human Phenomenon.

Studying personality theory and behaviour disorders has the potential of promoting a deep psychological understanding and introspection. Active involvement of students in both reading and in-class discussions is of major importance for extracting the most from this learning opportunity.

**Format:** This seminar will be delivered mainly synchronously using Zoom. This means that a fast and reliable internet connection with a camera and microphone will be important. Students are expected to read for most classes. In every seminar, there is an expectation for active participation and involvement in class discussion. For that purpose, students are asked to be visible (through video) during class. Because of the remote nature of the course, we will start most classes with a social time, that enables us to get to know each other, and to enhance the class as a group. We end each class with Q&A period, and an "office hour" when needed.

This seminar depends on reading material for most classes. **Be aware:** During the first half of the Winter term, there is a particular heavy reading load, and the responsible student would benefit from organizing their time, and study that material in advance.

Reading will be incentivized by short multiple-choice quizzes. To be credited for a quiz, the student must be visible on Zoom for the duration of the quiz.

### **Instructor**

Dr. Ehud Emanuel Avitzur

Office Hours: Every end of class, or by appointment

Email: [eavitzur@yorku.ca](mailto:eavitzur@yorku.ca). Please note 4050 and your section (A or B) in the subject line. Please use email for urgent matters only. No need to write to the professor if you cannot make it to class. Please note: Emails will be read on Mondays and Thursdays around noon.

### **Course Prerequisite(s): Course prerequisites are strictly enforced**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2130 3.00 (Personality)
- HH/PSYC 3140 3.00 (Abnormal Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits

### **Course Credit Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

### **Course website: [eClass](#)**

All course materials, except a textbook and an course-kit, will be available on the course eClass site. The site will be your central access point for course materials. The required textbook and a course kit are available at the bookstore.

## **Program Learning Outcomes**

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in personality theory and behaviour disorders.
2. Critically evaluate, synthesize, and resolve conflicting results in personality theory and behaviour disorders.
3. Articulate trends in personality theory and behaviour disorders.
4. Locate research articles and show critical thinking about research findings in personality theory and behaviour disorders.
5. Express psychological knowledge in written form in more than 1 sub-discipline.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

## **Specific Learning Objectives**

Deepening the knowledge and understanding of some Grand Personality Theories.

Mastering the knowledge about Personality Disorders (PD) and connecting them to the Grand Personality Theories, empirical findings, and behaviour. Understanding PD in the context of DSM IV-TR's axes system, and DSM 5.

Ability to apply and integrate theoretical and psychopathological concepts in real life. *This will be achieved by working on an integrative project: Analyzing the life of a person, as reflected in biographies, using theories of personality, concepts of psychopathology (with emphasis on PD), and other concepts in psychology.*

## **Required Text**

Course kit for the first semester: Available at the bookstore.

Reading for the second semester:

Millon, T., Grossman S., Millon, C., Meagher, S. and Ramnath, R. (2004). Personality disorders in modern life. NJ: Wiley & Sons, Inc.

*Please note that the reading load in the beginning of the second semester is heavy: about 360 pages in four weeks, so please get organized to read them well in advance.*

**Course Requirements and Assessment:**

<b>Assessment</b>	<b>Date of Evaluation (if known)</b>	<b>Weighting</b>
Quizzes on reading	Throughout the course	20%
Short presentations of outlines for presentations	See tentative schedule	2X1%=2%
After class reflection journals	On the same day of most classes	10%
Team presentation 1 on a personality disorder	Beginning of winter semester	14%
Team presentation 2 on a person	Second half of winter semester	19%
Final paper (in teams or individually)	Last day of class	25%
Positive contribution in class	Every class	10%
<b>Total</b>		<b>100%</b>

## Description of Assignments

**Quizzes:** To incentivize reading before class, multiple-choice quizzes on the reading will be part of many classes. Assuming  $n$  quizzes, only your best  $n-2$  quizzes' marks will be calculated toward your final grade. Make up for missed quizzes will not be available, even if you missed a quiz for a justifiable reason. Please try not to miss more than two quizzes. During quizzes the student must be visible on video, otherwise, the grade is zero. Students will not share quiz' questions and answers with anyone else. A compromised quiz results in a zero grade. Please see "Test Banks" section below and familiarize yourself with the code of academic integrity at York University.

**Outlines of Presentations:** As in most seminar classes, most of the second semester is devoted to students' presentations. Students are expected to present twice in teams. Ahead of the two presentations, the teams will be very briefly discussing their Presentations' Tentative Outline. This aims at promoting a timely preparation of the presentations, and make sure that the team is on the right track. Each team will shortly describe its project (5 minutes maximum). The outline of your first presentation will be discussed in classes number 7,8. The outline for your second presentation will be discussed in the first and second classes after the winter break. Teams will either get a passing grade (1%) or a failing grade (0%) depending on the quality of their initial work on the project. To earn 1% on the outline for the first presentation, which is about a personality disorder, students must read and master the corresponding chapter in Millon's text and have a tentative idea of where to take it further, including a tentative bibliography. In order to earn 1% on the outline for the second presentation (on a real person), students should read at least two biographies about the person on focus and be able to discuss in class their reliability and validity, strengths and weaknesses. In addition, students should have a tentative idea about which among the personality theories may be a good fit for this project and should be able to suggest a topic for their independent further research (see below, "second (Final) presentation is a part of the "integrative project" on a real person")

**Post-Class Journals:** students will write a reflection journal on the day of classes. A satisfactory journal will demonstrate a deep attendance to the class' content and at least one idea (theoretical, something that made sense to you, integration with your own life experiences, the knowledge that you have gathered, etc.) that you independently will have developed in response to class discussions that day. A satisfactory journal will be granted a "pass". A journal that is below the expectations will not be granted with any marks. Journal passing grades may accumulate to up to 10% of the final mark.

**The first presentation** (30 minutes) is focused on a personality disorder (antisocial PD, avoidant PD, OCPD, dependent PD, histrionic PD, narcissistic PD, schizoid PD, schizotypal PD, paranoid PD, borderline PD). This presentation will address a personality theory perspective, developmental factors, and behavioural ramifications of the disorder. Bringing the subject matter to the state of the arts, in term of current empirical research would be advantageous. A rubric is available on eClass.

**Second (Final) presentation is a part of the “integrative project” on a real person.**

As described earlier, this project aims at integration among personality theory, personality development and behaviour disorders in real life. Since students are not eligible to apply clinical concepts to real people, a compromise is offered: Instead of exploring the life of a real “living” person, students may focus on a known person. Examples: Joseph Stalin, Sylvia Plath. Of more contemporary interest: Donald Trump. The person on focus does not have to demonstrate any psychopathology: Barak Obama, for example, would be a good candidate to be the focus of your study.

It is advisable to choose an interesting, multilayered, complex personality about whom there is enough reliable psychologically relevant information to be the centre of your project. You may find such personalities in good biographies and autobiographies

(<https://www.biography.com> or similar websites may be useful) and good documentaries or similar websites for suggestions). Students are expected to demonstrate critical thinking about biographical data collection issues, such as contradictions among sources, reliability and validity. The students are encouraged to consult with the professor early in the year before making the final decision about the focus of the project. Please note that projects on people with very similar pathologies will not be approved (many students seem to be fascinated by antisocial serial killers. To avoid repetitiveness, only two teams will be allowed to present serial killers).

Some CBC radio and TV documentaries provide good ideas for interesting people who can be on the focus of your research: The next chapter (with Shelagh Rogers), Ideas, etc.

As stated before, this project requires to integrate theory and research while applying them in real life, that is, in psychological understanding the life story of an individual. The project will relate to a minimum of two theoretical perspectives learnt in class and at least one issue (theoretical or empirical) independently studied. These will be applied to a person on focus. For example: If you decided to work on the life story of Princess Diana, you may use two of the theories discussed in class (such as Freud’s psychoanalysis and attachment) plus independent research (i.e., bulimia, impact of parental conflict on children, or any other issue that is relevant to Princess D’s life).

The integrative project includes three parts: presenting an outline (check above: **Outline of Presentation**), presentation (check **second presentation** below), and a final paper (check **Final Paper** below).

**Second Presentation on a Real Person** (45 minutes, discussion excluded). The presentation's structure should be similar to the structure of the paper (see below) with one difference: The presenters may leave some issues open for discussion in class, and they may share their questions with the class. Post-presentation class discussion is aimed at targeting these issues and enriching the final paper. The professor will lead the post-presentation discussion. Rubric is available on eClass.

**Feedback** on your presentation is often given by classmates and professor immediately after your presentation. Grades are finalized after all teams have presented.

### **Final Paper:**

The final paper will be written in accordance with APA guideline/style.

The paper can be written individually or, preferably, as a joint effort of a team/ parts of a team.

Paper format: While the presentation is semi-formal, in terms of language and style, the paper is the formal written assignment in this course. It will include: APA title; APA abstract; the core of the paper will be an introduction (1-2 pages), method (of your qualitative research; addressing the reliability and the validity of your resources; 1 page), results (the life story of the person, focus on facts; 4-5 pages), discussion (your understanding of the life story of the person, focus on interpretation and speculation according to your psychological knowledge; 3-4 pages); summary (1/2 page); APA style reference list; appendix. The recommended length of the paper is 10 double spaced pages (not including bibliography). Maximum length is 10 pages (not including bibliography). For some topics, a longer paper is rarely preapproved. Appendix at any length is accepted.

If you work on the paper as a team, you must add an appendix to your paper, describing team members' contributions to the project. Without such a document the group members will not be granted a final grade. Free riding is not an option.

**Criteria for paper evaluation:** Rubric is available on eClass. Please note: Good academic writing skills are critical to have your ideas delivered and understood. *Only a paper that is well written can be a good paper.* Great ideas cannot be appreciated if not well articulated.

Penalties: referring to a textbook or to an unreliable website. Papers are to be handed in by the due date. Students handing in the paper in a delay will be penalized (3% per day). Students presenting their work during the last two weeks of classes will be automatically granted with a seven-day extension.

### Late Work/Missed Quiz

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement is not required due to the pandemic. Nevertheless, if one wishes, APS can be found at <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>). Students who wish to request the accommodation from the Course Instructor, may do so. The accommodation will be tailored to the individual case. Further extensions or accommodation will require students to submit a formal petition to the Faculty. Penalty for not-authorized late submission of work: One letter grade decreases every late day (e.g., A becomes B+).

### Class Format and Attendance Policy

In a seminar, class attendance and active contribution are essential for the learning process.

#### Ground Rules and Seminar Etiquette:

- No multi-tasking: empirical research shows that multitasking impairs performance.
- Be on time and stay in class for the whole duration. If you must leave class let the class know. During Q&A at the end of each class, attendance is optional.
- Being visible on your video camera is required for establishing a good class environment.
- Please sit by your desk and provide a good lighting for the video to deliver a good picture of yourself.

Attendance and contribution: after the last day to enroll to the course without permission, class attendance is recorded. Contribution quality is recorded too: regular (good) and outstanding (original, insightful, advancing the level of class discussion).

### Teamwork

Many research projects in psychology are products of joint efforts of colleagues. In this course, presentations and papers may be performed individually or as a joint effort of a few students, depending on the number of students in the class. *The professor may sometime notice gaps in the quality of research and presentation among team members and may grade them differently.*

If you write a paper as a team, be aware that all team members will work together and will be equally responsible for all parts of the paper. Once again, if you work on the paper as a team, you must add an appendix to your paper, describing team members' contributions to the project. Without such a document the group members will not be granted a final grade. Free riding is not an option.



## Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2021-22](#)

## Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2021-22 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 23
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 12	Feb. 11	18-Mar
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 13 - Dec. 7	Feb. 12 - April 10	March 19 - April 10

## Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

## **Academic Integrity for Students**

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

## **Test Banks**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

## **Academic Accommodation for Students with Disabilities**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

## **Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities**

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

### **Course Materials Copyright Information**

These course materials are designed for use as part of the **4050** course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

## Tentative Course Schedule

### Fall

#	Topic	Reading for the class	Students' activity
1 Sep. 9	A general introduction to the course. The scientific evolution of ideas. Principle of Over Determination. In class exercise on personality and behaviour: 16 personalities  Q&A and office hour	No reading is assigned to first class	Contribute to the discussion
2 Sep. 16	<b>An asynchronous class:</b> Temperament: focus on reactivity, adaptability, quality of mood.	On Thomas and Chess' model of Temperament: 1010's or 2110's text. This is a light load of reading, so start reading Millon's text!  <b>While reading Millon's text, write study notes for yourself.</b>	Watch videos (links will be available). Answer specific questions on Class 2 Journal.
3 Sep. 23	1. Freud's structural theory; Life and death instincts. 2. From Freud to Klein: Evolution of ideas. Klein's main concepts  Q&A and office hour	On Freud: from the course kit	Q1 on Freud
4 Sep. 30	Psychodynamic model: The defences Q&A and office hour	Master page 31 in your course kit "Early Perspectives" This is a very  light load of reading, so continue reading Millon's text	Q2 on defences
5 Oct. 7	<u>Planning the first presentation: Teaming up; Topics and dates.</u> Erikson Q&A and office hour	Mitchell and Black (1995): On Erikson. Course kit. This is a light load of reading, so continue reading Millon's text	Q3 on Erikson
6 Oct. 21	On Adler Q&A and office hour	Read the chapter on Adler	Q4 on Adler
7 Oct. 28	1. First Presentation outline presentations 2. On sex, gender, sexual orientation  Q&A and office hour	No reading is assigned for today's class. Use the time to continue reading Millon's text	
8 Nov. 4	1. Presenting the first outline 2. Q&A and office hour	No reading is assigned for today's class. Use the time to continue reading Millon's text	Presentations (cont.)

9 Nov. 11	Self-Psychology Q&A and office hour	On self-psychology from the course kit	Q5 on Kohut's Self Psychology
10 Nov. 18	1. Attachment Theory: Bowlby and Ainsworth. Contemporary research on adult attachment.  <b>Second presentation teaming up and brainstorming</b> Q&A and office hour	On attachment from the course kit: Hazan and Shaver (1987): Romantic love.	Q6 on Hazan and Shaver's paper
11 Nov. 25	1. Psychogenic Development. 2. <u>Planning the second presentation: Topics and dates.</u> Q&A and office hour	Millon: Chapter 3 from the course kit or from the textbook for winter term	Q8 on Millon's chapter 3
12 Dec. 2	DSM Finalizing the plan for the winter semester. A case illustration (from CBC's fifth estate: Over the Edge) Q&A and office hour	Globe and Mail's article from the course kit  Read from Millon's text. Complete first time reading.	Q9 on the Globe and Mail's article.

ATTENTION: Make sure you have enough feedback on your performance in the course prior to the last date to drop the course without receiving a grade. Check the specific date on previous pages.

**Happy Holidays!**

**Winter**

#	Behavioural irregularity	Reading	Presenting Students
1 Jan. 13	1. A general introduction: Personality disorders 2. Presenting the second outline  Q&A and office hour		
2 Jan. 20	1 Antisocial PD 2 Avoidant PD  (a bonus to first teams presenting)  Q&A and office hour	Read the corresponding chapters in your textbook	Q10 APD, AvPD
3 Jan. 27	3 OCPD 4 Dependent PD 5 Histrionic PD  Q&A and office hour	Read the corresponding chapters in your textbook	Q11 OCPD, DPD, HPD
4 Feb. 3	6 Schizoid PD 7 Paranoid PD 8 Narcissistic PD  Q&A and office hour	Read the corresponding chapters in your textbook	Q12 ScidPD, PPD, NPD
5 Feb. 10	9 Borderline PD 10 Schizotypal PD  Q&A and office hour	Read the corresponding chapters in your textbook	Q13 BPD, SctyPD
6 Feb. 17	First final Presentations (a bonus)  Q&A and office hour		1  2
7 Mar. 3	Final Presentations Q&A and office hour		3  4
8 Mar. 10	Final Presentations Q&A and office hour		5  6
9 Mar. 17	Final Presentations Q&A and office hour		7  8
10 Mar. 24	Final Presentations Q&A and office hour		9  10

11 Mar. 31	Final Presentations Q&A and office hour		11 12
12 Apr. 7	TBA		

**Last date to submit final paper is April 11, 2022, by midnight**