

YORK UNIVERSITY

PSYCHOLOGY DEPARTMENT

SEMINAR IN PERSONALITY THEORY AND BEHAVIOUR DISORDERS 4050 section A 6.0

FALL/WINTER 2019-20

Thursday 2:30 PM, R S105

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Office Hours: By appointment

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PLEASE WRITE "4050 /section#" in the subject line. E-mail without such a subject line is considered "spam" and will be deleted.

Prerequisites: Prerequisites: AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00 with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.00 or AK/HH/PSYC 2530 3.00; one of AK/AS/HH/SC/PSYC 2021 3.00, AK/AS/HH/SC/PSYC 2020 6.00, AK/HH/PSYC 2510 3.00; AK/AS/HH/SC/PSYC 2130 3.00 or AK/HH/PSYC 3220 3.00; AK/HH/PSYC 3140 3.00 (after Winter 2002) or AS/SC/PSYC 3140 3.00 or AK/HH/PSYC 3215 3.00.

Course credit exclusions: None

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.

Course Description and Objectives

This course 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 in the theoretical aspects of personality and its development. Later, the first part of the winter semester will be devoted to students' presentations on behavioural disorders. Guest speakers, suggested by students would be welcomed. The last part of the winter semester will be devoted to students' *Integrative Project* (see below).

In the process of learning the subject matter we will deal constantly with the nature/nurture issue and we will 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 deeper psychological understanding. Active involvement of students in both reading and in class discussions is of major importance for extracting the most from this class.

Required Reading:

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.

Course Evaluation

Your final grade will be calculated based on:

Outlines' short presentation (2x5%); Presentations (First 15%; Second 20%); Paper (25%); Positive contribution in class (15% in each semester).

Your grade for the course will be based on the following scale: A+ 90-100; A 80-89; B+ 75-79; B 70-74; C+ 65-69; C 60-64; D+ 55-59; D 50-54;

Senate approved the following grading schemes for the Faculties of Administrative Studies, Arts, Atkinson College, Education, Fine Arts, Science and Glendon College:

- A+. 9. Exceptional Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts, techniques in satisfying the requirements of an assignment or course.
- A. 8. Excellent Thorough knowledge of concepts and/or techniques with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.
- B+. 7. Very Good Thorough knowledge of concepts and/or techniques with a fairly high degree of skill in the use of those concepts, techniques in satisfying the requirements of an assignment or course.
- B. 6. Good Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
- C+. 5. Competent Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
- C. 4. Fairly Competent Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.
- D+. 3. Passing Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.
- D. 2. Barely Passing Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.
- E. 1. Marginally Failing
- F. 0. Failing.

Ground rules:

- No computers, cellphones, and tablets: Empirical research shows that multi-tasking impairs performance.
- Be on time.
- If you have to leave class before it ends, let us know.
- Hand in assignments at the beginning of the class.

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 two-three students, depending on the number of students in class. If you are in a team, be aware that the workload should not be divided: All team members will work together and will be equally responsible for all parts of the presentation and paper. Make sure that all team members share similar motivation to invest in the project.

Assignments:

Quizzes: In order to promote reading before class, quizzes on the reading will be part of some classes. The quizzes will be very short and will be taken into account toward your positive contribution mark. Make up for a missed quiz will not be available.

Tentative outline of presentation: One double-space printed page of the rough draft of your presentation's outline + annotated bibliography (check on the web "APA annotated bibliography". I found, for example, http://www-bcf.usc.edu/~genzuk/APA_Format_Annotated_Bibliography.pdf). The student/team will present the research and thoughts to the class. The outline-presentation will be graded, according to manifested effort in reading and thinking, as Good effort (A / B level), Satisfactory effort (C/C+ level) or Unsatisfactory effort (D/E/F level). Feedback on your outline will be given in the following class. Length of the outline's presentation: Five minutes.

Presentations: The second semester is devoted to students' presentations. Students are expected to present twice.

First presentation (30 minutes) is focused on behavioural disorder (PTSD, bulimia nervosa, anorexia nervosa, substance abuse and dependence, antisocial PD, avoidant PD, OCPD, dependent PD, histrionic PD, narcissistic PD, schizoid PD, schizotypal PD, paranoid PD, borderline PD). This presentation will focus mainly on personality and developmental factors connected with the disorder. **Second presentation** is part of the "integrative project" (see next).

Integrative Project:

This project aims at integration between personality, 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, Conrad Black, Sylvia Plath. Of contemporary interest: Christopher McCandless (into the wild), Russell Williams (An officer and a serial killer), Andres Breivik (Norway massacre), Michael Thomas Rafferty, Terri-Lynn McClintic (Victoria Stafford), Marc Lepine (Polytechnique), Seung-Hui Cho (Virginia Tech.), Magnotta Luka Rocco (unfortunately this list constantly grows). 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 data collection issues, such as contradictions among sources, reliability and validity. The students are encouraged to consult with the course director 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.

Some CBC radio and TV shows provide good ideas for interesting people who can be on focus of your research: The next chapter (with Shelagh Rogers), Ideas (with Paul Kennedy), etc. Check, for example: Lauren B. Davis on *The Empty Room*.

As stated before, this project requires integrating theory and research in application to real life, that is, in psychological understanding the life story of an individual. The project will relate to a minimum of 2 theoretical perspectives learnt in class and at least one issue (theoretical or empirical) *independently* studied, and to apply them to the topic. For example: If you decided to work on the life story of Princess Diana: You may use two of the theories discussed in class (Freud and attachment) plus a research on bulimia or on children of divorced parents, or on any other issue that seems psychologically insightful to the life of Princess D.

The integrative project includes three parts: Presenting and handing in an outline, presentation (“second presentation”), and a final paper.

Integrative Project: An Outline:

Please follow: Tentative outline of presentation. In addition, make sure that the outline corresponds to the requirements in the next sections: second presentation and paper.

Integrative Project: Second Presentation (45 minutes, discussion excluded). The presentation should correspond the structure of the paper (see below) with one

difference: The presenters may leave some issues open, and they may share their own questions with the class. Post-presentation class discussion is aimed at targeting these issues and enriching the paper. The professor will lead the post-presentation discussion.

Criteria of presentation evaluation: Good structure (time is well divided to introduction, method, result, discussion: Interpretation of the results using psychological knowledge), added value to the reading, ability to describe the main issues on focus, clarity, correct usage of concepts, sufficient addressing methodological issues when relevant, demonstration of critical thinking, originality, depth. A feedback on your presentation is available a week after you will have presented.

Final Paper:

The final paper will be written in accordance with the APA instructions.

Paper format: While the presentation is semi-formal, the paper is the formal assignment for this course. It will include: APA title; APA abstract; the core of the paper will be introduction (1-2 pages), method (of your qualitative research; addressing the reliability and the validity of your resources; 1 page), results (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 psychological knowledge; 3-4 pages); summary (1/2 page); APA style reference list; appendix. The recommended length of the paper is up to 10 double spaced pages (not including bibliography). Maximum length is 10 pages (not including bibliography). For some topics a longer paper is preapproved. Appendix at any length is accepted.

If you work as a team on the integrative project, you have to add an appendix to your paper, describing team members' individual contributions to the project. Without such a document the group members will not be granted a final grade.

Criteria for paper evaluation: Are similar to the criteria for presentation evaluation. In addition: Good academic writing skills; Reference list of *original sources* (*no textbooks, no Wikipedia or similar websites*); demonstration of independent academic library research. **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 Tests or Exams

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 which can be found at:

<http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. 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+).

There is no makeup for a missed quiz.

Add/Drop Deadlines

For a list of all important dates please refer [to https://registrar.yorku.ca/enrol/dates/fw19](https://registrar.yorku.ca/enrol/dates/fw19)

Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 17
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Feb. 3
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Feb 4 th - Apr 5 th

**Note: 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.*

Ground rules:

- Be on time.
- If you have to leave class before it ends, let us know.

Electronic Device Policy

Laptop computer is permitted in class for class related work. No cellphones or tablets. Empirical research shows that multi-tasking impairs performance.

Attendance Policy

Attendance is required for optimal active, experiential learning.

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 [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. **Policy Statement**

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

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 PSYC 4050A 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 Outline

Fall

#	Topic	Reading for the class	Students' activity
1 Sep. 5	A general introduction to the course; The scientific evolution of ideas; In class exercise on personality and behaviour Principle of Over Determination		Contribute to the discussion Exercise using 16 personalities
2 Sep. 12	Temperament	On Thomas and Chess' model of Temperament: 1010's or 2110's text	Personality and behaviour: Plan how to play temperamental characteristics in an encounter situation
3 Sep. 19	1. Freud's structural theory; Life and death instincts. 2. <u>Prep for working in groups</u> 3. Allocate defences	On Freud: from the course kit	Debate Discussing team work
4 Sep. 26	Psychodynamic model: The defences	On defences: Read and reflect about each of the defences from the course kit	Warm-up: Students will present the concept of each defence mechanism and play it: No grade.
5 Oct. 3	1. Object Relations School: Melanie Klein's main concepts. 2. <u>Planning the first presentation: Topics and dates.</u>		Debate Team up!
6 Oct. 10	Erikson	Mitchell and Black (1995): On Erikson. Reread the course's outline.	Debate
7 Oct. 24	1. On sex, gender, sexual orientation 2. <u>Guidance: Presenting the first outline</u>		Debate Presentations+ hand in an outline
8 Oct. 31	1. Adler 2. Presenting the first outline	On Adler from the course kit	Debate Presentations (cont.)
9 Nov. 7	1. Self Psychology 2. Feedback on the first outline	On self psychology from the course kit	Debate
10 Nov. 14	1. Attachment Theory: Bowlby and Ainsworth. Contemporary research on adult attachment. 2. Feedback on the first outline	On attachment from the course kit: Hazan and Shaver (1987): Romantic love.	Debate
11 Nov. 21	1. Psychogenic Development; 2. <u>Planning the second presentation: Topics and dates.</u>	Millon: Chapter 3 from the course kit or from the textbook for winter term	
12 Nov. 28	DSM Finalizing the plan for the winter semester. A case illustration (from CBC's fifth estate: Over the Edge)	Globe and Mail's article from the course kit	Debate

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. 9	1. A general introduction: Personality disorders 2. Presenting the second outline		Presentation+ hand in an outline
2 Jan. 16	1 PTSD 2 Bulimia 3 Anorexia (a bonus)	Read about the discussed behaviour disorders in your abnormal psychology textbook.	
3 Jan. 23	4 Antisocial PD 5 Dependent or Avoidant PD 6 Substance Feedback on the outlines	Read about the discussed behaviour disorders in your abnormal psychology textbook.	
4 Jan. 30	7 Obsessive-Compulsive PD 8 Histrionic PD 9 Narcissistic PD	Read about the discussed behaviour disorders in your abnormal psychology textbook.	
5 Feb. 6	10 Schizotypal PD 11 Paranoid PD 12 Borderline PD	Read about the discussed behaviour disorders in your abnormal psychology textbook.	Receive a feedback on your first presentation before the last day to drop without receiving a grade.
6 Feb. 13	First final Presentations (a bonus)		1 2
7 Feb. 27	Final Presentations		3 4
8 Mar. 5	Final Presentations		5 6
9 Mar. 12	Final Presentations		7 8
10 Mar. 19	Final Presentations		9 10
11 Mar. 26	Final Presentations		11 12
12 Apr. 2	TBA		

Last date to submit/ hand-in final paper is the last day of class