

Term Information

Effective Term Spring 2020

General Information

Course Bulletin Listing/Subject Area Psychology
Fiscal Unit/Academic Org Psychology - D0766
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5270
Course Title Personality Disorders: Classification, Etiology, and Treatment
Transcript Abbreviation Personality Dis
Course Description A survey of research on the classification, etiology, and treatment of personality disorders. In the class, personality disorders will be considered in historical, cross-cultural, developmental, and neuroscientific contexts and current debates will be discussed
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites A grade of C- or above in 2220 and in 2300; and a grade of C- or above in 2367.02 or 3331 or 3335 or 3530.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 42.2801
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will obtain an in depth understanding of the phenomenology, classification, assessment, and treatment of personality disorders
- Students will demonstrate an understanding of the conceptualization of personality disorders from different theoretical orientations
- Students will communicate understanding of the major debates and related research findings within the personality disorders literature
- Students will evaluate the evidence for treatment of personality disorders

Content Topic List

- Conceptual Issues Relevant to and Phenomenology of Personality Disorders
- Etiological, Vulnerability, and Risk Factors of Personality Disorders
- Course and Stability of Personality Disorders
- Assessment and Classification of Personality Disorders
- Treatment of Personality Disorders

Sought Concurrence

No

Attachments

- Psych 5270 Syllabus-Cheavens.pdf: syllabus
(Syllabus. Owner: Paulsen,Alisa Marie)
- Psychology Major Learning Objectives-February 2019.docx: curriculum map
(Other Supporting Documentation. Owner: Paulsen,Alisa Marie)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen,Alisa Marie	02/07/2019 02:07 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	02/07/2019 02:08 PM	Unit Approval
Approved	Haddad,Deborah Moore	02/07/2019 02:33 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	02/07/2019 02:33 PM	ASCCAO Approval

PSYCHOLOGY 5270
PERSONALITY DISORDERS: Classification, Etiology, and Treatment
XXXXX

Spring, 2020

TR 2:20 – 3:40

Psychology Building 006

Professor: Jennifer S. Cheavens, Ph.D.
Phone: 614-247-6733
E-Mail: cheavens.1@osu.edu

Office: 147 Psychology Building
Office Hours: T 10:00 – 11:00
or by appointment

Course Assistant: XXXX
E-mail: XXXXX

Office: 181 Psychology Building
Office Hours: XXXX

Required Texts:

Livesley, W. J. & Larstone, R. (2018). *Handbook and Personality Disorders: Theory, Research and Treatment, 2nd 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 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 quarter. 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:

Reflection Papers (100 points): You will be responsible for choosing 10 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 at least one page and no more than two pages, 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 1 slide) reviewing a paper relevant to the day's topic. You will need to identify a current research paper (within the past 3 years) that is relevant to the topic being discussed that day and create a one slide and five minute oral summary of the paper.

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 10 pages and no more than 20 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 two 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 particularly personality disorder; for example, you might decide to review the arguments for continuous and categorical systems of classification for 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.

Exams:

There will be two exams in this course – a midterm and a final – each worth 100 points. The exams will be comprised mainly of essay questions. Although the exams will be heavily weighted toward essay questions but 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 tests are designed to be completed in the class period.

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 research proposal that is between 15 – 20 pages; the narrative review is not an option for graduate students. Additionally, graduate students are expected to do two research highlight presentations (one prior to and one after the mid-term exam).

Grades:

Final grades will be based on a cumulative points system. The two exams are worth 100 points each (100 points total), the total value of the response papers is 100 points (10 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 425 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	396	383	370	353	340	328	311	298	285	255	<255

This should make it relatively easy for you to keep track of your grades and to see how you are doing throughout the quarter. 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 81/100 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](http://studentconduct.osu.edu) 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; 614-292-3307; 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”

Anticipated Class Schedule Spring 2020 (subject to change)

Date	Topic	Reading
January 7	Introduction to the Class	None
January 9	Conceptual Issues	Chapter 1
January 14	Theoretical Models	Chapter 2
January 16	Classification Systems I	Chapter 3
January 21	Classification Systems II	Chapter 4
January 23	Areas of Dysfunction – Self	Chapter 6
January 28	Areas of Dysfunction – Interpersonal Relationships	Chapter 7
January 30	Areas of Dysfunction - Cognitive	Chapter 8
February 4	Areas of Dysfunction - Emotion	Chapter 15
February 6	Stability & Change in Personality Disorders	Chapter 10
February 11	Etiology – Biological	Chapter 14
February 13	Etiology - Learning	
February 20	Etiology - Adversity	Chapter 17
February 22	Etiology – Integrative	Crowell, Beauchaine, & Linehan (2009). A biosocial developmental model of borderline personality: Elaborating and extending Linehan's theory
February 25	MIDTERM	
February 27	Assessment	Chapter 20
March 3	Assessment	Chapter 21
March 5	Assessment	
March 9 – 13		<i>SPRING BREAK</i>
March 17	Treatment – CBT	Chapter 28
March 19	Treatment - DBT	Chapter 29
March 24	Treatment – Mentalization	Chapter 30

March 26	Treatment - Pharmacotherapy	Chapter 35
March 31	Borderline Personality Disorder (BPD) – Emotion Regulation	Rosenthal, M. Z., Gratz, K. L., Kosson, D. S., Cheavens, J. S., Lejuez, C. W., & Lynch, T. R. (2008). Borderline personality disorder and emotional responding: A review of the research literature. <i>Clinical Psychology Review</i> , 28, 75 - 91.
April 2	Borderline Personality Disorder (BPD) – Interpersonal Difficulties	Lazarus, S. A., Cheavens, J. S., Festa, F., & Rosenthal, M. Z. (2014). Interpersonal functioning in borderline personality disorder: A systematic review of behavioral and laboratory- based assessments. <i>Clinical Psychology Review</i> , 34, 193 - 205.
April 7	Borderline Personality Disorder (BPD) – Suicidality & NSSI	Coyle, T. N., Shaver, J. A., & Linehan, M. M. (2018). On the potential for iatrogenic effects of psychiatric crisis services: The example of Dialectical Behavior Therapy for adult women with BPD. <i>JCCP</i> , 86, 116 – 124.
April 9	ASPD and Psychopathy	Chapter 25
April 14	Obsessive Compulsive Personality Disorder	Chapter 26
April 16	Swing Day	
TBD	FINAL EXAM	

Psychology Major Learning Objectives

Program Objectives

Knowledge Base in Psychology

- K1. Describe key concepts, principles, & overarching themes in psychology
- K2. Develop working knowledge of psychology's content domains
- K3. Describe applications of psychology

Scientific Inquiry & Critical Thinking

- S1. Use scientific reasoning to interpret psychological phenomena
- S2. Demonstrate psychology information literacy
- S3. Engage in innovative & integrative thinking & problem solving
- S4. Interpret, design, & conduct basic psychological research
- S5. Incorporate sociocultural factors in scientific inquiry

Ethical & Social Responsibility in a Diverse World

- E1. Apply ethical standards to evaluate psychological science & practice
- E2. Build & enhance personal relationships
- E3. Adopt values that build community at local, national, & global levels

Communication

- C1. Demonstrate effective writing for different purposes
- C2. Exhibit effective presentation skills for different purposes
- C3. Interact effectively with others

Professional Development

- P1. Apply psychological content & skills to career goals
- P2. Exhibit self-efficacy & self-regulation
- P3. Refine project-management skills
- P4. Enhance teamwork capacity
- P5. Develop meaningful professional direction for life after graduation

Learning Goal Levels

- F – Foundational
- A- Advanced

I. Data Analysis and Research Requirement																				
Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
2220(H) Data Analysis		F			F	F	F	F					F			F	F	F		
2300 Research Methods		F	F	F	F	F	F	F	F	F	F		F		F	F	F	F		

II. Core Requirements (1 from each area)																				
A. Brain and Behavior																				
Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
3313 Intro to Behavioral Neuroscience	BN	F	F		F	F				F										
3313H Intro to Behavioral Neuroscience	BN	F	F		F	F	F	F		F	F		F	F	F				F	
3513 Intro to Cognitive Neuroscience	CO	F			F	A		F		F			F							
B. Cognitive Psychology																				
3302 Perception & Language	CO	A	A	A	A	A	F		F											
3310 Sensation & Perception	CO	A	A	F	A	F	F									F				F
3312 Memory & Cognition	CO	A	A	F	A	A	F	F	F	F			F	F	F					F
C. Clinical and Developmental Psychology																				
2367.02 Abnormal Psychology Analysis	CL	F	F	F	F		F						F		F				F	
3331 Abnormal Psychology	CL	F	F	A	A			A	A											
3335 Psychology of Adjustment	CL	F																		
3340 Lifespan Development	D	F	F	F	F	F						F	F							
3530 Theories of Personality	CL	A	A	A	A	F	F	F	A	F	A		F					F		

3550 Psychology of Childhood	D	F	F	F	F	F						F	F						
3551 Psychology of Adolescence	D	F		F	F	F		F						F					F
D. Social Psychology																			
2367.01 Social Psychology	S	F	F,A	F,A	F	F,A	F,A	F		F		F	F,A	F	F	F	F,A	F	F
3325 Intro to Social Psychology	S	F	F,A	F,A	F	F,A	F	F		F		F				F			
3375 Stereotyping and Prejudice	S	F	F	F,A	F	F	F	F	F	F	F	F,A			F	F,A			

III. Advanced Requirements																				
Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
Sequenced Advanced Courses																				
4305 Intro to Psychopharmacology	BN	A	A	A	A	A	A	A	A											
4475 The Self	S	A	A	A	A		A		A		A	A			A	A				A
4501 Advanced Behavioral Neuroscience	BN	A	A	A	A	A	A	A												
4510 Cognitive Psychology Laboratory	CO	A	A	A	A	A	A	A		A			A	A	F	F				
4518 Attitudes	S	F,A	F,A	F	F,A	F,A	F	F	F		F	F				F	F	F		
4520 Social Psychology Laboratory	S	A		F,A	F,A	F,A	A	F,A	F,A	F,A		A	A	A		F,A	F,A	A	A	A
4532 Clinical Psychology Science	CL	A	A	A	A		A	A		F,A						A				A
4540 Counseling Psychology	CL	F,A	F,A	F	F	F	F		F	F	F,A	F			F	F				
4630 Attitudes and Persuasion	S	F,A	F,A	F,A	F,A	F	F	F,A	F			F	F,A		F	F	F	F		
4644 Hormones and Behavior	BN	A	A	A	A	A	A	A												
5189 Cognitive Aging	CL	A	A	A	A	A	A			A				F	F,A	F	A	F	F	
5250 Mood Disorders	CL	A	A	A	A	F	A	A	F					F	F					

5270 Personality Disorders	CL	A	A	A	A	A				F			A	F		F				
5600 Psychobio. of Learning and Memory	BN	A	A	A	A	A			A	A	A									
5602 Behavioral Genetics	BN	A	A	A	A	F	F	A	A											
5604 Sex differences in the brain and behavior	BN	A	A		A	A	A	A		F	F	A	F	F		F	F	A		
5606 High Level Vision	CO	A	A	F	A	F	A	A					A	A	F					
5614 Cognitive Neuroscience	CO	A	F	F	A	A	F	A	F	F			F	A	A			A	A	
5622 Development of Brain and Behavior	BN	A	A	A	A	A	A	A	A					A	A					
5681 Development and Psychopathology	CL	A		A	A			F												
5684 Psychology of Delinquency	D	A	A	A	A	A	A	F	A	A	F	A	A	F	A	A	A	F	F	A
Advanced Courses																				
4309 Human Motor Control	CO	A	A	A	A	A	F	F					F			F				
4485 Psychology and the Law		F,A	F,A	F,A	F,A	F	F	F	F	F	F	F,A	F,A			F,A				
4505 History of Psychology		A	F,A	A	F	A			A	F										
4508(H) Judgment and Decision-Making	Q	F	F	A	F		F	F	F											
4511 Psychological Testing		F	F	F	A	F		A		F			F	F		F				
4515 Psychology of Emotion	S	A,F	A,F	A,F	A,F	A,F		A,F	A,F	F	F					F			F	
4521 Personnel Psychology		F,A		F,A	F,A	F,A	F,A	F,A	F,A	F	F,A	F,A	F,A	F,A	F,A	F,A	F	F,A	F	F,A
4522 Organizational Psychology		A,F	A,F	A,F	F	F	A,F	F	F	F,A			F	F	F	F,A	F	F		F
4531 Health Psychology	CL	A	A	A	A	F	F			A	F		F		F	F	F	F	F	A
4543 Psychology of Gender	CL	A	F	A	A	A	F	F	A		A	F	F	F	A	F	A	F	F	F
4545 Cross-Cultural Psychology	CL	F,A	F,A	A	A	F	F	F	F	F	F,A	F,A	F	F	F	F			F	

4552 Psychology of Adult Years	D	F		F	F	F													
4554 Language Development	D		A		A	A	A	F					A	A					
4555 Adolescent Sexuality	D	F		F	F	F		F					F	F					F
4571 Psychology of Dev. Disabilities	I	F		F	F	F, A							F, A					F	
5601 Comparative Psychology		A	A		A	A													
5608 Introduction to Mathematical Models	Q	F			A			A										F	
5610 Emotion Regulation	CL	A	A	A	A	A	A	F	F	F			A		A	A			
5613H Biological Psychiatry	BN	A	A	A	A	A	A												
5615 Psychology of Language	CO				F	F	F	F	F	F			F						
5618 Computational Cog. Neuroscience	CO	A	A	A	F	F	F						F	A	F	F			
5621 Intro to Event-Related Potentials	CO	A	A	A	A	F	A	A		F	F	F	F	A	F	F			A
5832 Lifespan Sociomoral Development	D	A	F		F	A							A						
5898 Seminar in Behavioral Neuroscience	BN	A	A	A	A	A	A	A	A					A	A				

IV. Elective Courses

Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
2301 Psychology of Extraordinary Beliefs	Q	F			A				F	F										
2303 Positive Psychology	CL	F		F	F	F	F	F		F	A	A	F		F	F	F			
2311 Psychology of Motivation	CO	A	A	F	F	F	F								F	F	F			
2333 Psychology of Human Sexuality	CL	A	F	F	F	F			F	F	A	A			F	F	F			
2350 Contemp. Developmental Psychology	D	F		F	F		F					F								
2376 Interpersonal Relationships	S	F,A		F,A	F	F		F	F		F				F	F		F	F	
2420 Psychology Applied to Sport		F		F,A	F,A	F			F	F	F				F	F			F	
2462 Psychology of Creativity							F,A				F	F		F	F	F,A				
3321(H) Quant. and Statistical Methods		F			A	F	F	F	F											
3371 Language and the Mind	CO	A	F		A	F		F	F		F		F	A	A	A	F	F	F	
3624 Primate Cognition		F	F		F	F				F										
4320 Psychological Science of Addiction		F	F	F			F													
4525 Psychology of Personal Security	S	A		F,A	F,A	F	F,A		F	F,A	F	F,A	F,A		F	F	F	F		
5425 Introduction to fMRI	CO	A		F,A	F,A	F	F,A			F,A	F	F,A	F,A		F	F	F	F		
5603 Stem Cells and the Brain	BN	A	A	A	A	A	A	A	A											
5612 Introduction to Cognitive Science	CO	A	A		F	F	F						F							
5620 Technology, Efficiency, and Happiness	CO	A	F	A	F	F	F	F				F	F	A		F				
5628 Developmental Cognitive Neuroscience	CO	A	A	A	A	A	A	A	A	A		A	A	A	A					

5870 Neuroeconomics and Decision Neuroscience	D	F	F	A	A		F	F	F											
5891 Proseminar in Cognitive Science	CO	A	A	A	A	A	A	A		A			A	A	F					
Experiential Elective Courses																				
3191 Internship in Psychology		F		F		F					A	F, A	F		A	F, A	F, A		A	F, A
3193.01 Individual Studies in Psychology		A				A														
3193.02 Individual Studies: Teaching		A	F, A	F, A	F, A	A	A	F	F	F	A	F, A	A	A	A	F, A	F	F, A	A	A
4998 Undergraduate Research		A			F, A	A	F, A	F, A		F, A					A					
4999.01(H) Thesis Research I			A		A	A	A	A		A	A		A	A		A	A	A		A
4999.02(H) Thesis Research II			A		A	A	A	A		A	A		A	A		A	A	A		A
5700 Science Education Outreach	D		A	A	A	A		A	A			A		A	A	A	A		A	