A. Rationale/Justification for the Course

This course introduces master’s and doctoral students in clinical psychology to contemporary research on the theory, diagnosis, assessment, and treatment of personality disorders. These disorders are commonly seen in both inpatient and outpatient settings, yet clinical psychology students often have little opportunity to explore the contemporary literature on this class of disorders in depth. Hence, the course provides specialized training in such problems and provides a knowledge base that enhances their clinical expertise.

B. Course Information

1. Subject Code and Course Number: PSY 722

2. Course Title: Assessment and Treatment of Personality Disorders

3. Credit Hours: 3.0

4. Repeatable for Credit? Yes______ No X If “Yes”, how many total credits may be earned?_____

5. Catalog Description (Limit to approximately 50 words.):

This course introduces masters’ and doctoral students in clinical psychology to contemporary research on the theory, diagnosis, assessment, and treatment of personality disorders.

6. Method of Delivery (Check all that apply.)
   a. Standard (lecture/lab) X
      On Campus X Off Campus
   b. Fully Online
   c. Hybrid/ Web Enhanced

7. Grading Mode: Normal (A-E) X Credit/No Credit

8. Prerequisites: Courses that MUST be completed before a student can take this course. (List by Subject Code, Number and Title.)

   PSY 646: Personality: Theory and Research
   PSY 743: Psychopathology

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New Course Form

9. Concurrent Prerequisites: Courses listed in #5 that MAY also be taken at the same time as a student is taking this course. (List by Subject Code, Number and Title.)

NA

10. Corequisites: Courses that MUST be taken at the same time as a student in taking this course. (List by Subject Code, Number and Title.)

NA

11. Equivalent Courses. A student may not earn credit for both a course and its equivalent. A course will count as a repeat if an equivalent course has already been taken. (List by Subject Code, Number and Title)

NA

12. Course Restrictions:

a. Restriction by College. Is admission to a specific College Required?

   College of Business  Yes_______  No_______  X_______

   College of Education  Yes_______  No_______  X_______

b. Restriction by Major/Program. Will only students in certain majors/programs be allowed to take this course?

   Yes_______  X_______  No_______

   If “Yes”, list the majors/programs
   Clinical Psychology Doctoral Program
   General Clinical Psychology Master’s Program
   Clinical Behavioral Psychology Master’s Program

   c. Restriction by Class Level. Check all those who will be allowed to take the course:

   Undergraduate  Graduate

   All undergraduates_______  All graduate students_______

   Freshperson__________  Certificate__________

   Sophomore__________  Masters_______  X_______

   Junior__________  Specialist__________

   Senior__________  Doctoral_______  X_______

   Second Bachelor_______  UG Degree Pending_______

   Post-Bac. Tchr. Cert._______  Low GPA Admit_______

   Note: If this is a 400-level course to be offered for graduate credit, attach Approval Form for 400-level Course for Graduate Credit. Only “Approved for Graduate Credit” undergraduate courses may be included on graduate programs of study.

   Note: Only 500-level graduate courses can be taken by undergraduate students. Undergraduate students may not register for 600-level courses.

   d. Restriction by Permission. Will Departmental Permission be required?  Yes_______  No_______  X_______

      (Note: Department permission requires the department to enter authorization for every student registering.)

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13. Will the course be offered as part of the General Education Program? Yes__________ No____ X____

If “Yes”, attach Request for Inclusion of a Course in the General Education Program: Education for Participation in the Global Community form. Note: All new courses proposed for inclusion in this program will be reviewed by the General Education Advisory Committee. If this course is NOT approved for inclusion in the General Education program, will it still be offered? Yes__________ No____________

C. Relationship to Existing Courses

Within the Department:

14. Will this course be a requirement or restricted elective in any existing program(s)? Yes____ X____ No__________

If “Yes”, list the programs and attach a copy of the programs that clearly shows the place the new course will have in the curriculum.

Program______ Clinical Psychology Doctoral Program______ Required____ Restricted Elective X____
Program______ General Clinical Master’s Program______ Required____ Restricted Elective X____
Program______ Clinical Behavioral Master’s Program______ Required____ Restricted Elective X____

15. Will this course replace an existing course? Yes______ No____ X____

16. (Complete only if the answer to #15 is “Yes.”)
   a. Subject Code, Number and Title of course to be replaced:

   ____________________________

   b. Will the course to be replaced be deleted? Yes__________ No__________

17. (Complete only if the answer #16b is “Yes.”) If the replaced course is to be deleted, it is not necessary to submit a Request for Graduate and Undergraduate Course Deletion.
   a. When is the last time it will be offered? Term____ Year____

   b. Is the course to be deleted required by programs in other departments?
   Contact the Course and Program Development Office if necessary. Yes_______ No__________

   c. If “Yes”, do the affected departments support this change? Yes__________ No__________
   If “Yes”, attach letters of support. If “No”, attach letters from the affected department explaining the lack of support, if available.

Outside the Department: The following information must be provided. Contact the Course and Program Development office for assistance if necessary.

18. Are there similar courses offered in other University Departments? Yes______ No____ X____

If “Yes”, list courses by Subject Code, Number and Title

__________________________

19. If similar courses exist, do the departments in which they are offered support the proposed course? Yes__________ No_________________

If “Yes”, attach letters of support from the affected departments. If “No”, attach letters from the affected department explaining the lack of support, if available.
D. Course Requirements
20. Attach a detailed Sample Course Syllabus including:

   a. Course goals, objectives and/or student learning outcomes
   b. Outline of the content to be covered
   c. Student assignments including presentations, research papers, exams, etc.
   d. Method of evaluation
   e. Grading scale (if a graduate course, include graduate grading scale)
   f. Special requirements
   g. Bibliography, supplemental reading list
   h. Other pertinent information.

NOTE: COURSES BEING PROPOSED FOR INCLUSION IN THE EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY PROGRAM MUST USE THE SYLLABUS TEMPLATE PROVIDED BY THE GENERAL EDUCATION ADVISORY COMMITTEE. THE TEMPLATE IS ATTACHED TO THE REQUEST FOR INCLUSION OF A COURSE IN THE GENERAL EDUCATION PROGRAM: EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY FORM.

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E. Cost Analysis (Complete only if the course will require additional University resources. Fill in Estimated Resources for the sponsoring department(s). Attach separate estimates for other affected departments.)

<table>
<thead>
<tr>
<th>Estimated Resources:</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty / Staff</td>
<td>$________</td>
<td>$________</td>
<td>$________</td>
</tr>
<tr>
<td>SS&amp;M</td>
<td>$________</td>
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</tr>
<tr>
<td>Equipment</td>
<td>$________</td>
<td>$________</td>
<td>$________</td>
</tr>
<tr>
<td>Total</td>
<td>$________</td>
<td>$________</td>
<td>$________</td>
</tr>
</tbody>
</table>

F. Action of the Department/School and College

1. Department/School

   Vote of faculty: For 17 Against 0 Abstentions 0

   (Enter the number of votes cast in each category.)

   [Department Head/School Director Signature]  [3/29/12]

2. College/Graduate School

   A. College

   [College Dean Signature]  [Date]

   B. Graduate School (if Graduate Course)

   [Graduate Dean Signature]  [Date]

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G. Approval

[Associate Vice-President for Academic Programming Signature]  [Date]

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COURSE SYLLABUS
PERSONALITY DISORDERS
Eastern Michigan University

Professor: Steven Huprich, PhD
Phone Number: (734) 487-2037; (248) 807-2159
Electronic Mail: shuprich@emich.edu
Office: Mark Jefferson Building, 501
Class Hours: 11:15am – 1:30pm Monday
Classroom: Mark Jefferson Building 521

Course Description:
The purpose of this course is to provide graduate students in clinical psychology with an overview of the theoretical and empirical literature on the conceptualization, diagnosis, assessment, and treatment of personality disorders.

Expectations for Students:
There are certain expectations that I have of students. Most, if not all, of these are likely your expectations, too. While this may seem implicit, experience has suggested that these issues best be made explicit at the beginning of the semester.

If you have any questions, concerns, or difficulties in the course, please ask questions. This is my job, and I want you to be successful in your learning. In other words, please use me as a learning resource. While I will always answer your questions in class, I am also happy to schedule an appointment with you during office hours or another time.

Please be on time. It is frustrating and irritating to other students (and sometimes the professor) when a student comes in late. This disrupts others' concentration, note taking, and listening. If this becomes a problem, the professor will speak directly with you about this.

Turn off your cell phones and pagers. They are not to be engaged during class at any time. Like the above, when these devices ring or buzz, they are disrupting to those around you.

Talk to others any time except for when class has begun. Private conversations, whispering, etc. disrupt others around you and make it difficult for students to learn. If this becomes a problem, the professor will speak directly with you.

Ongoing problems with any of the aforementioned behaviors may result in a formal referral to the Office of Student Judicial Services.

Respect. This is the essence of these aforementioned expectations, and I hope that we will all work hard to be respectful and polite toward each other. If you are not certain if what you are doing or want to do is appropriate, ask whether it is respectful of others.

All these issues are addressed in the Student Conduct Code, which may be accessed at: www.emich.edu/student conduct/.

Other Issues:
Religious holidays: Current University policy recognizes the rights of students to observe religious holidays without penalty to the student. Students will provide advance notice to the instructor in order to make up work they miss (including examinations) as a result of their absence from class due to observance of religious holidays. If satisfactory arrangements cannot be made with the instructor, the student may appeal to the Psychology Department Head.

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**Academic dishonesty:** Academic dishonesty, including all forms of cheating, falsification, and/or plagiarism, will not be tolerated in this course. Penalties for an act of academic dishonesty may range from receiving a failing grade for a particular assignment to receiving a failing grade for the entire course. In addition, you may be referred to the Office of Student Conduct and Community Standards for discipline that can result in either a suspension or permanent dismissal. The *Student Conduct Code* contains detailed definitions of what constitutes academic dishonesty but if you are not sure about whether something you are doing would be considered academic dishonesty, consult with the course instructor. You may access the code online at: www.emich.edu/student.conduct/.

*The Family Educational Rights and Privacy Act (FERPA)* is a federal law designated to protect the privacy of a student’s education records and academic work. The law applies to all schools and universities which receive funds under an applicable program of the U.S. Department of Education and is applicable to students at EMU. All files, records, and academic work completed within this course are considered educational records and are protected under FERPA. It is your right as a student in this course to expect that any materials you submit in this course, as well as your name and other identifying information, will not be viewable by guests or other individuals permitted access to the course. The exception will be only when you have given explicit, written, signed consent. Verbal consent or email is insufficient.

**Special needs accommodations/disabilities:** If you wish to be accommodated for your disability, EMU Board of Regents Policy 8.3 requires that you first register with the Students with Disabilities Office (SDO) in 240 EMU Student Center. You may contact SDO by telephone (734-487-2470). Students with disabilities are encouraged to register with the SDO promptly as you will only be accommodated from the date you register with them forward. No retroactive accommodations are possible.

**Grading:**

Your grade will be based on three factors: 1) Your presentation and lead of the class discussion for one day (33%); 2) Your participation and contributions to class discussions (33%); 3) Your group’s final paper (33%). It is sometimes difficult to operationalize criteria for grading one’s discussion and contributions to class. Basically, this is determined by my evaluation of your comments, which demonstrate that you have read the material, you understand it and/or pose interesting points for discussion, and act in a way that is respectful and collegial to others in class. After each class, I will provide you with feedback about your performance that day, with a letter grade and a brief justification for why you received that grade for the day if needed. As for leading class discussions, you will be graded upon your organization, clarity of presentation, ability to engage the class in meaningful discussion, and mastery of the topic. I will provide a handout that operationalizes how points will be awarded for the presentation. The final paper will be the product of a group effort (n = 2-4, depending on the paper and topic). You will rate the contributions’ of others to the production of the paper, and will be graded based upon the paper’s organization, clarify, coherence, content, spelling, grammar, and writing style. Again, I will provide a handout that operationalizes how points are awarded. If groups so desire, the papers will be prepared in consultation with me such that they may be submitted for publication in an appropriate peer-reviewed journal after the course has ended. This is an optional activity and will need to be discussed with the group and myself in order to determine authorship order, responsibilities in preparing the manuscript, and timeline.

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Suggested paper topics to be developed:
1. A comparison of empirical studies of treatment for borderline personality disorder
2. What is the relationship between bipolar disorder and borderline personality disorder?
3. The effect of personality disorder impairment on the health care system
4. A review of the empirical studies of attachment and personality pathology
5. Social phobia and avoidant personality: One disorder or two?

Tentative Schedule:

Sept. 14: Course overview
Article assignment/photocopying
Theories of personality disorders
Course, prevalence, and stability of PDs
Readings: Durbin & Klein, 2006; Livesley & Jang, 2005
Oldham et al., 2009, Chs. 1-3, 5; Zimmerman et al., 2005

Sept. 21 Classification issues
Readings: Clark, 2007; Huprich & Bornstein, 2007; Huprich et al. 2009a;
Krueger, 2005; Oldham et al., 2009 Ch. 20; Shea, 2006; Watson, 2006;
Westen, 2006; Westen & Shedlter, 2007;

Sept. 28 Paranoid, Schizoid, and Schizotypal personalities
Readings: Kendler et al., 2007; Bernstein & Umeda, 2007; Mittal et al., 2007;
Bollini & Walker, 2007; Lenzenwegner, 2006

Oct. 5 Borderline personality 1: Overview and etiology
Readings: Bradley et al., 2007; Clarkin et al., 2007a; Fonagy & Bateman,
2008; Siever et al., 2002; Skodol et al., 2002

Oct. 12 Borderline personality 2: Course and treatment
Readings: Levy et al., 2006; Giesen-Bloo et al., 2006; Lenzenwegner et al.
2004; Zanarini et al., 2003

Oct. 19 Borderline personality 3: Treatment
Readings: Bateman et al., 2007; Clarkin et al. 2007b;
Oldham et al. 2009, Ch. 12

Oct. 26 Narcissistic personality
Readings: Akhtar, 1989; Cain et al., 2008; Russ et al., 2008

Nov. 2 Antisocial personality
Readings: Hare, 1970, Chs. 1, 5, 6; Patrick, 2007;
Hare et al, 1991; Hare & Hart, 1995

Nov. 9 Avoidant and Dependent personalities
Readings: Herbert, 2007; Porcerelli et al., 2007; Bornstein, 2007
Nov. 16  Obsessive-compulsive personalities  
Readings: Coles et al. 2008; Eisen et al., 2006; Fineberg et al., 2007; Hummelen et al., 2008; Millon, 1996

Nov. 23  Proposed personality disorders  
Readings: Huprich, 2009; Huprich et al., 2009b; Millon, 1996; Morey et al., 2007

Nov. 30  Present papers or treatment issues

Dec. 7  Present papers or treatment issues

Required Readings/Bibliography:


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Department of Psychology Program and Course Change Outline for CAC

The following curricular changes have passed fully through the departmental curriculum input process and have been endorsed by the Department of Psychology as indicated on each proposal and request form.

The proposed Clinical Psychology PhD program changes are largely due to recommendations from the American Psychological Association accreditation site visit. This packet includes a current program of study and a proposed program of study with all of the recommended changes.

The conversion of Special Topics courses to regular courses in the curricula is required by the university if they are to continue being offered.

The General Clinical and Clinical Behavioral MS program changes are responses to the recognition of needs in these curricula.

A. Proposed graduate program changes
   i. Doc program
      i. Biological and affective bases of behavior changes
         i. All students take PSY629 Physiological Psychology
         ii. PSY632 Sensation and Perception, and PSY610 Clinical Neuropsychology become restricted electives
         iii. A new course in Cognitive Neuroscience PSY633 is proposed
         iv. PSY635 Cognitive Processes is restructured to cover cognitive and affective processes and how they impact behavior; retitled Cognitive and Affective Processes of Behavior—would be required
         v. PSY 762 The Wechsler Intelligence Tests retitled Cognitive Assessment
         vi. (PSY626 Motivation and Emotion and PSY 620 Learning remain as electives)
      ii. Practicum changes
         i. Reduce credit hours for PSY788 Practicum in Clinical Psychology I and PSY789 Practicum in Clinical Psychology II from 3 to 1.
         ii. Course names change from Clinical Practicum I and II to Advanced Clinical Practicum I and II
         iii. 788 and 789 become elective options for students who complete advanced practicum training experiences in order to count as program-sanctioned activities.
         iv. PSY 611 Treatment Course Prepracticum new course proposal
      iii. Treatment course changes
         i. PSY627 Behavior Change II title changed to Evidence-based Psychotherapies—newly required to fulfill treatment course requirements
         ii. PSY 671 Prepracticum in Behavior Therapy title changed for concordance to Prepracticum in Behavioral and Other Evidence-Based Psychotherapies
         iii. PSY625 Behavior Change I: Applied Behavior Analysis title changed to Clinical Behavior Analysis
iv. PSY 661 Prepracticum in Applied Behavior Analysis title changed for concordance to Prepracticum in Clinical Behavior Analysis
v. PSY 751 Psychotherapy is newly required, title change to Interpersonal Processes in Psychotherapy
vi. PSY 731 Prepracticum in Psychotherapy title change to Prepracticum in Interpersonal Processes in Psychotherapy

iv. Program requirements restructuring in line with APA requirements
   i. PSY888 Assessment and Treatment of Diverse Clinical Populations moved to the Individual Differences section of the program of study
   ii. PSY777 Advanced History and Systems moved into its own section
   iii. The Professional Practice/Teaching section is renamed Professional Practice/Practicum/Internship with 11 required hours and includes PSY670 Scientific and Professional Ethics, PSY683 and PSY684 Field Practicum and Seminar I and II, PSY894 Doctoral Clinical Internship, and PSY807 Methods of Teaching in Psychology.

v. Newly require B or better in all courses
vi. Total program credit hours are not altered due to any of the above changes.

2. Conversion of Graduate Special Topics courses to regularly offered courses in the curricula:
   i. New course proposal: PSY 744 Child and Adolescent Psychopathology
   ii. New course proposal: PSY 723 Psychopharmacology
   iii. New course proposal: PSY 721 Treatment of Anxiety Disorders
   iv. New course proposal: PSY 672 Modern Behavior Therapies: Theory, Research and Practice
   v. New course proposal: PSY 722 Assessment and Treatment of Personality Disorders
   vi. New course proposal: PSY 752 Intrapersonal Processes in Psychotherapy,

3. General Clinical MS program changes
   i. Addition of PSY 752 Intrapersonal Processes in Psychotherapy as a required course
   ii. PSY 770 Personality Evaluation I title change to Self-Report Assessment of Personality
   iii. PSY 771 Projective Techniques title change to Performance-based Assessment of Personality

4. Clinical Behavioral MS Program change
   i. New course requirement: PSY 643 Behavioral Psychopathology
   ii. New course proposal: PSY 643 Behavioral Psychopathology

B. Proposed undergraduate program additions
   1. Conversion of Undergraduate Special Topics to regularly offered courses in the curricula:
      i. New course proposal: PSY 366 Applying Behavior Analysis with Children with Autism
      ii. New course proposal: PSY 367 Applying Behavior Analysis with Children with Autism Lab Experience
      iii. New course proposal: PSY 368 Field Experience with Children with Autism