

**Psychology 457
Anxiety Disorders
Winter, 2008**

1.0 COURSE INFORMATION

Time and Location: Fridays, 1:30-3:30pm, PAS 3026

Instructor: Dr. C. Purdon
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Office Hours: Tuesdays, 9:30-10:30am (or by appointment)

2.0 COURSE DESCRIPTION

This course will examine current research on the phenomenology, development and persistence of anxiety disorders, as understood from the cognitive-behavioural model. The nature of and cognitive-behavioural approach to anxiety, fear and panic will be reviewed in the first three classes. We will then cover specific anxiety disorders, including Panic Disorder, Generalized Anxiety Disorder, Social Phobia, Obsessive-Compulsive Disorder, and Post-Traumatic Stress Disorder. Treatment will be mentioned in class, but will not be a primary focus of the course.

3.0 TEXTBOOK

There is no textbook for the course. Instead, you will be reading published articles from psychology journals, selected chapters from published books and manuscripts not yet published. These have been printed and bound for you, and are available at the Book Store.

4.0 COURSE OBJECTIVES

The purpose of this course is to provide an overview of current research on the phenomenology, development and persistence of anxiety disorders, and to help you develop your skill at academic writing in psychology.

5.0 EVALUATION

20% of your grade will be determined by class attendance and participation. Attendance will be taken each week. Your contribution to the class discussion will count towards this portion of the grade, so please come to class prepared to share your interesting ideas and thoughts about the readings. I will give you questions each week to

help guide your readings, which will then be discussed in class. Therefore, the best way to prepare for class discussion is to put some thought into each question prior to class.

During weeks 2-4 and 7-11 you will also be given a short essay question to complete in writing in the last 20 minutes of class. The best 7 of these 8 will count for **35% of your grade (5% each)**.

You will also be required to write a 12 page paper (exclusive of references) due on April 4 (last class) at the beginning of class (a late penalty will apply to papers handed in after 1:30pm on the 4th). **This paper is worth 45% of your grade.**

Class Participation

This will be graded on the basis of the regularity of your attendance throughout the 12 weeks, and the quality and frequency of your contributions to class discussion. I like to ensure that everyone is involved in discussion, so will call on people for their ideas about the issue at hand or to answer specific questions.

Weekly Essay Questions

For weeks 2-4 and 7-11, you will be assigned 4 articles or chapters to read in preparation for class. I will provide you with questions to guide your reading each week. In the last 20 minutes of each class, you will be given an essay question based on those readings and on my (brief) lecture and the class discussion, which you will hand in at the end of class. This is a closed-book exercise, so you will answer the question without reference to your notes or the articles themselves. You will be given booklets in which to write your answer by hand. The essay questions will be evaluated on the strength of your understanding of the readings and the issues at hand, as well as the clarity of your written presentation and the strength of the argument or ideas you present. It is expected that you will write in formal style, with appropriate spelling, grammar and punctuation. These questions will derive directly from the readings and class discussion; they are not meant to stump or surprise you, nor will I expect you to know the readings in fine detail. I am looking for the strength and quality of your understanding of the important issues presented in the articles, which in turn you can glean from the questions about the readings I give you each week.

Please note that you will be graded on the best 7 of 8 essay questions, which allows you one “freebie” in the event of illness or other mishap. I expect that you will attend class, and that you will complete at least 7 of the 8 essay questions in class. Alternative arrangements will only be made on the basis that there has been a *major* disruption in your ability to function academically due to *documented* health reasons or personal problems.

Paper

The paper is to be a 12 page (double spaced, exclusive of references) review paper. It is **due on April 4, 2008** at 1:30pm (a late penalty will apply to papers handed in after 1:30pm) and is **worth 45% of your grade**. You will need to submit a 1-page proposal to me by February 1, 2008. **This proposal will be worth 5% of your paper grade.**

In this paper you will review at least 8 current (i.e., last 5-10 years) papers on a particular issue in the anxiety disorders literature, provide a cogent synthesis and analysis of the literature reviewed, and offer an intelligent and reasoned conclusion about the issue. This is a micro version of the papers you would find in *Clinical Psychology Review* and *Psychological Bulletin*. You should identify a general area of interest (e.g., social anxiety, OCD, information processing biases in anxiety disorders, etc.) and then narrow in on an issue in the literature that is interesting to you. An example might be “The role of thought suppression in the persistence of OCD” (but don’t choose this topic!). Then you need to find at least 8 empirical articles published in peer-reviewed psychology or psychiatry journals that address the issue. Your job is to then review each of the articles, highlighting the key findings as well as strengths and weaknesses of each article. You will then provide an analysis and synthesis of this body of work, drawing to a conclusion about the issue.

You will find the relevant literature through databases such as PsychINFO and PUBMED – NOT through Google, Wikipedia or other internet websites.

In order to submit a strong paper, you will need to read and think, and read and think, then read and think some more. Only then will you be able to take authoritative fingers to keyboard.

I view this paper as a major part of your development as academics in psychology, and will apply high standards in its evaluation. But fear not, as, a) you are smart; and b) I will support you through the process of its preparation. ***I cannot recommend more strongly that you begin your paper right away.***

Writing Workshops

The classes on February 8 and 15 will be devoted to assisting you in writing the paper. On February 8, we will meet in PAS 1237 for the full class time (1:30-3:30). Tim Ireland, the Department of Psychology liaison librarian, will give a presentation on researching your papers, after which you can spend the time working on your paper. Tim will remain available to assist you with your literature search. Meanwhile, I will review your proposals with you individually. You are free to consult with Tim before or after your consultation with me.

On February 15, I will discuss scientific writing in more detail and then will be available to meet with you about your paper. You may bring me pieces of writing for comment, as

well as articles that you are having trouble understanding or interpreting. I can also help you with your literature search.

About the Paper Deadline

Extensions

I am not predisposed to granting extensions for this paper. You know what the paper deadline is and you have three months to organize your schedule such that you are able to meet this deadline. As well, two entire classes are being devoted to supporting the preparation of the paper and I am available for consultation every week during my office hour or by appointment. The only excuse that I will accept for granting an extension is a major disruption in your ability to function academically due to documented health reasons or personal problems. I will not grant extensions for undocumented problems, nor for problems that have not, according to the documentation you provide, resulted in a major disruption in your ability to function academically (i.e., a note from your doctor stating that you have had a cold or flu for three days would not be indicative of a major disruption, whereas a note stating that you have had a serious illness and have been bedridden for two weeks would).

I do not accept excuses presented to me AFTER the paper deadline. As senior students, I expect you to come to me well in advance of the paper deadline to request an extension if it is needed on the basis of health or personal reasons, and I expect that you will bring me appropriate documentation from your physician or registered mental health professional. This is the way responsible professionals conduct themselves; that is, upon graduation, this is the conduct that will be expected of you in the workplace or in graduate school.

Late Papers

The paper is due April 4, 2008, at 1:30pm. A late penalty of 5% per day will be applied to papers handed in from Friday, April 4 at 1:31pm on, including weekends. I will be marking the papers myself and need adequate time to provide a reasoned, thoughtful and thorough evaluation of each in advance of the deadline for the submission of my final grades. For the sake of fairness, I will be *absolutely strict* about the paper deadline. If you hand a paper in after hours – and I don't recommend it - you must put it directly in my mailbox and it must be time and date- stamped by either a faculty member, graduate student or staff member who has access to the Department of Psychology mailroom (which is locked after hours), and the time and date stamp must be legibly signed so I can contact the guarantor to verify it. Note that a time and date stamp made by anyone other than a Dept. of Psychology staff (excluding custodial staff, who are not part of the department), graduate student or faculty member will be considered invalid. If you do not get a date and time stamp and signature from a psychology department graduate student, staff or faculty member who can verify it for me, the late penalty will apply until I actually have it in my hands. So, if you hand the paper in on a weekend, you are taking your chances that someone appropriate will be available to time and date-stamp the paper and give you access to the mailroom where my mailbox is. *Do not put papers under my*

door. If I receive a paper under my door, I will apply the late penalty up to the time I actually come across it.

Academic Offenses

University policy on academic discipline (Policy #71).

“Note on avoidance of academic offences:

All students registered in the courses of the Faculty of Arts are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult Policy #71 (<http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>). If you need help in learning what constitutes an academic offence; how to avoid offences such as plagiarism, cheating, and double submission; how to follow appropriate rules with respect to “group work” and collaboration; or if you need clarification of aspects of the discipline policy, ask your TA and/or your course instructor for guidance. You may also consult the “Avoiding Academic Offences” website at http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.”

Here are some of the circumstances in which I am likely to suspect an academic offense and will bring your paper to the immediate attention the Faculty of Arts Undergraduate Associate Dean:

- If the paper is entirely off-topic and/or appears to be a paper that was written for another course either currently offered or offered in the past
- If the paper bears a close resemblance to papers available on the internet – please remember that professors have the same access to internet data bases as you do
- If the paper lifts large chunks of text from existing sources without proper citation (i.e., is plagiarized) (note that lifting large chunks of text from another source with proper citation may not be considered plagiarism, but it will guarantee you a low mark)
- If the paper bears a close resemblance to a paper submitted by another person in the class; in this case, both papers will be investigated

I strongly recommend that you retain your rough drafts and working notes while you prepare the paper, as well as your actual copies of the empirical articles on which your paper is based.

Please also be aware of University Policy on Student Grievance (Policy #70)

“Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>.”

Class Schedule

January 11		Course overview
January 18		The phenomenology of anxiety, fear and panic
January 25		Cognitive Processes and Memory in Anxiety, Fear and Panic
February 1	*** <i>Proposal Due</i> ***	Cognitive-Behavioural Approaches to Anxiety, Fear and Panic
February 8	*** <i>PAS 1237</i> ***	Writing the Paper I
February 15		Writing the Paper II
February 22	READING WEEK – NO CLASS	
February 29		Panic Disorder and Agoraphobia
March 7		Generalized Anxiety Disorder
March 14		Social Phobia
March 21	GOOD FRIDAY – NO CLASS	
March 28		Obsessive-Compulsive Disorder
April 4	*** <i>Paper Due by 3:20pm</i> ***	Post-Traumatic Stress Disorder