

**Psychology 457: Honours Seminar in Personality and Clinical Psychology
Anxiety Disorders
Fall 2013**

1. COURSE INFORMATION

Time and Location: Tuesdays, 10:30am -12:30pm, PAS 3026

Instructor: Andrea Nelson, MA (PhD Candidate)
Office: PAS 3201
e-mail: a3nelson@uwaterloo.ca
Office Hours: Tuesdays, 3-4 (or by appointment)

2. COURSE DESCRIPTION

This course will examine current research on the phenomenology, development and persistence of anxiety disorders, as understood from a cognitive/learning perspective. We will first look at the role of learning and cognitive processes in anxiety. We will then cover specific anxiety-related disorders, including Obsessive-Compulsive Disorder, Generalized Anxiety Disorder, Social Anxiety Disorder, Panic Disorder, and Posttraumatic Stress Disorder. Treatment will be mentioned in class, but will not be a primary focus of the course.

3. TEXTBOOK/READINGS

There is no textbook for the course. Instead, you will be reading published articles and chapters from psychology journals and selected chapters from published books. These are available on LEARN and listed below.

For weeks 2-11, you will be assigned 3-4 articles or chapters to read **in preparation** for (prior to) class. I will provide you with questions to guide your reading each week. This is a reading-intensive course and I expect that you will need to review the readings more than once in order to integrate this information well enough to participate in class discussions and use this material effectively in your class essays.

4. COURSE OBJECTIVES

The purpose of this course is to familiarize students with the phenomenology, development and persistence of anxiety disorders.

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

- a. Think critically about theory and research in the area of anxiety disorders.
- b. Be able to describe the symptoms and experience of those with anxiety and anxiety disorders.
- c. Be able to describe the multiple factors that contribute to the development and persistence of anxiety disorders.

5. SUMMARY OF EVALUATION

Participation	10%
- Group Leadership (5%)	
- Article Discussion Leadership (5%)	
Short Essays (best 4/5; 4 x 15% each)	60%
Article Assignment	10%
In class Final Essay	20%
<i>Total</i>	<i>100%</i>

a) Participation

Activity Group Leadership - Each week, the class will break into groups of three or four people and one person will be designated group leader. Each group will be given a specific assignment to complete. **5% of your grade** will be determined by your leadership of the weekly small group discussions, which you will **do at least twice**. You will be informed during class of your assigned leadership and you will receive full marks for completion (2.5% each).

Article Discussion Leadership – For weeks 2-11, we will break up into 3 large groups (7-8 each) and one person will be designated the group leader. The leader will facilitate the group in *critically* discussing the assigned readings for approximately 20 minutes. **5% of your grade** will be determined by your ability to facilitate the group discussion (in the areas outlined below) on **one occasion**. Up to 3 students will sign up for each class date during the first class and this schedule will be posted on LEARN. You will be asked to evaluate your own performance which will be considered when assigning your grade.

Article Discussion Evaluation:

Knowledge of assigned readings	/10
Generation of questions for group	/10
Demonstration of critical thinking	/10
<u>Facilitation of class/group discussion</u>	<u>/20</u>
Total	50/10 = 5%

b. Short Essays

During weeks 3, 5, 8, 10 and 11, you will be given a short essay question to complete in writing in the last 45 minutes of class. The best 4 of these 5 essays will count for **60% of your grade (15% each)**.

On the weeks that there is an essay scheduled, you will be given an essay question based on the readings, my (brief) lecture, class activities and discussions. You will submit this essay 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. 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. You are expected to write in formal style, with appropriate spelling, grammar and punctuation.

Please note that you will be graded on the best 4 of 5 essay questions, which allows you one “freebie” in the event of illness or other mishap that causes you to miss class. I expect that you will attend class, and that you will complete at least 4 of the 5 essay questions in class.

Essays should include:

Introduction: Introduce your general response to the question based on the literature. You should be introducing compelling theoretical and/or clinical reasons for your response to the question which are based on your reading, as well as class lectures and discussions if appropriate.

Review, analysis and synthesis: Here, you review and put together the findings from the literature and provide an analysis of the body of work as a whole. What is the work, as a whole, and in light of the strengths and weaknesses of the studies, telling us about this issue? Perhaps it is telling us very little if the paradigms are flawed. Perhaps it is telling us a very inconsistent story. But if the story is inconsistent, why would that be? You, as the author, must put thought into what aspects of the paradigms used, or the way the issue is conceptualized, or the quality of the theory behind the work, or the samples on which it has been examined, which might help account for the inconsistencies, and explicate this for the reader.

Conclusion: In brief, what would you tell your grandmother about this issue, based on your reading and discussions? Has the issue been well-addressed in what you have reviewed? If not, what needs to be done? What are better ways of doing it?

In Class Essay Evaluations:

Introduction	/20
Review of the relevant literature:	/40
- Clarity of description of relevant research	
- Attention to major strengths and weaknesses of each study	
- Organization and flow	
Synthesis of the relevant literature	/50
- Clarity and organization	
- Accuracy	
- Insight	
Conclusion	/20
- Is the final conclusion logical and accurate?	
<u>Grammar and writing style</u>	<u>/20</u>
Total	/150/10 = 15%

c. Article Assignment

This assignment is designed to help you develop academic skills in developing questions suitable for empirical investigation related to anxiety disorders, in finding peer reviewed research articles to address your questions and critically evaluating and summarizing research in an area that is of interest to you. The assignment is worth **10% of your final grade**.

Further details and guidelines for the assignment are posted on LEARN. I've included a general outline of what the assignment entails with due dates bolded below:

Part 1: Generate a question of interest to you related to the phenomenology, development and/or persistence (not treatment) of anxiety disorders – **Due Tuesday, October 15, 2013 by 10:30 am**.

Part 2:

- a) Search for 3 peer-reviewed original research articles that address your research question.
- b) List your 3 research article citations in APA format.
- c) Critically review and integrate the 3 articles focusing on how they address your research question (**Word limit – 750 words**):

In the review include:

- At least 2 limitations of the research in addressing your questions
- A correctly cited quote of a key concept
- A correctly cited paraphrase of a key concept

Part 2 is **Due Tuesday, November 5th by 10:30 am**. The assignment will need to be put in the assignment drop-box on LEARN in an electronic format **and** brought to class in paper format with the 3 attached articles on November 5th.

Late assignments will not be accepted. See Evaluation Exception below.

Assignment Evaluation:

Question posted on LEARN (Oct. 15)	/5
Question's suitability for assignment	/5
Search strategy appropriate for peer reviewed journal articles	/5
Three APA citations of peer reviewed articles	/15
Critical review & integration of concepts and results	
- All 3 articles are used critically to address question	/30
- Integration of concepts and results (converging evidence)	/10
- At least 2 limitations of the research noted in addressing question	/10
- Writing style, structure and APA format	/10
Correctly cited quote of a key concept	/5
Correctly cited paraphrase of a key concept	/5
Total	/100/10 = 10%

d. Final Essay

In the last class (November 26), you will write a **short essay worth 20% of your grade**. This question will be based on an article that you will be given in class on November 19th. You will be able to use the article itself, your notes on the article, and your course readings, but **not** your lecture notes, when you write this essay question. During the week before your final essay, you can discuss the article with classmates in preparation for the essay, but you must make your **own notes**. You are not permitted to share or use notes from another student. **You will be required to hand in the notes you used in class with your essay**. If you would like to keep a copy of your notes, please make a copy prior to class. You will have the whole class (2 hours) to write the essay. There is no final exam for this course during the University exam period.

Final Essay Evaluation:

1. Introduction	/30
2. Review of the relevant literature:	/50
• Clarity of description of relevant research	
• Attention to major strengths and weaknesses of each study	
• Organization and flow	
3. Synthesis of the relevant literature	/60
• Clarity and organization	
• Accuracy	
• Insight	
4. Conclusion	/30
• Is the final conclusion logical and accurate?	
5. <u>Grammar and writing style</u>	/30
Total	/200/10 = 20%

e. Evaluation Exceptions

Alternative arrangements for the participation leadership requirements, essays and assignment will only be made if there is a **major** disruption in your ability to function academically due to **documented** health reasons or personal problems. If you are in that boat, I need you to email me at least an hour **in advance** of the class you are missing (a3nelson@uwaterloo.ca) and you will need to provide your formal documentation as soon as possible. Note that all documentation must date from before the missed requirement, not after it. That is, the documentation must represent first-hand knowledge of the circumstances that made it impossible for you to attend class as scheduled, as opposed to reflecting your retrospective self-report to the authority providing documentation. If you miss a class for a documented reason, you need to make arrangements as soon as possible to make it up if necessary.

There are two reasons that I am strict about having students complete evaluation requirements (e.g., essays, assignments) as scheduled. The first is fairness; in the absence of a major extenuating circumstance it is not fair for one student to have the extra time. The second reason is pragmatic; there are 25 students in the class, so if I begin making accommodations for common life nuisances/problems, such as routine colds, commonplace interpersonal stresses, and

normal busyness, as opposed to major life disruptions, I would be spending more time than I can afford preparing alternate essay questions, finding rooms in which to hold them, and supervising the make-up times. This policy is consistent with the UW policy on Academic Integrity (see below).

6. CHANGES TO SYLLABUS

This syllabus is subject to change. Any changes that are made to the course will be announced several times in class and posted on LEARN with as much notice as possible. It is your responsibility to attend class and review the course site (on LEARN) regularly to stay updated on course information.

7. UNIVERSITY OF WATERLOO COURSE INFORMATION * PLEASE REVIEW *

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity Webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity Office Webpage \(http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility\)](http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility) for more information.

Discipline

A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. For information on categories of offenses and types of penalties, students should refer to [Policy 71, Student Discipline \(http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm\)](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check [Guidelines for the Assessment of Penalties \(http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm\)](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4 \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70\)](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals \(http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm\)](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

Note for Students with Disabilities

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

8. CLASS SCHEDULE

Week 1	September 10	<i>Course overview</i>
Week 2	September 17	<i>Introduction to Anxiety and Anxiety Disorders</i>
Week 3	September 24	<i>Classical and Operant Conditioning in Anxiety</i> *In class essay (week's 2-3 material)
Week 4	October 1	<i>Neuropsychology & Emotion Regulation of Anxiety</i> - In class demonstration
Week 5	October 8	<i>Attentional Biases in Anxiety</i> *In class essay (week's 4-5 material)
Week 6	October 15	<i>Obsessive-Compulsive Disorder</i> *Article Assignment Question Due
Week 7	October 22	<i>Class Cancelled</i>
Week 8	October 29	<i>Generalized Anxiety Disorder</i> *In class essay (week's 6 & 8 material)
Week 9	November 5	<i>Social Anxiety Disorder</i> *Article Assignment Due w/copy of articles
Week 10	November 12	<i>Panic Disorder and Agoraphobia</i> *In class essay (week's 9-10 material)
Week 11	November 19	<i>Posttraumatic Stress Disorder</i> *In class essay (week 11 material)
Week 12	November 26	<i>In-class final essay; bring course readings, article and your notes on the article for use in writing the essay (no lecture notes)</i>

9. COURSE READINGS

Week 2: September 17 - Introduction to Anxiety & Anxiety Disorders

Rapee, R., Craske, M., Meadows, E., Moras, K., Zinbarg, R. & Barlow, D. (1991). *The causes of anxiety, panic attacks and agoraphobia*.

Craske, M. G. (1999). Worry, anxiety, fear, and imminence of threat. In *Anxiety disorders: Psychological approaches to theory and treatment* (pp. 1-29), Boulder, CO: Westview Press.

Wilt, J., Oehlberg, K., & Revelle, W. (2011). Anxiety in personality. *Personality and Individual Differences, 50*, 987-993.

Hirsch, C. R., & Holmes, E. A. (2007). Mental imagery in anxiety disorders. *Psychiatry, 6*, 161-165.

Week 3: September 24 - Classical and Operant Conditioning

Schwartz, B. (1984). Pavlovian Conditioning I. Basic Principles, In *Psychology of learning and behavior* (2nd ed.) (pp. 47-50, 55-68), New York, NY: Norton.

Schwartz, B. (1984). Operant Conditioning, Basic Issues, In *Psychology of learning and behavior* (2nd ed.) (pp. 139-142, 174-180, 183-186). New York, NY: Norton.

Grillon, C. (2002). Startle reactivity and anxiety disorders: Aversive conditioning, context, and neurobiology. *Biological Psychiatry, 52*, 958-975.

Week 4: October 1 - Neuropsychology and Emotion Regulation of Anxiety

Bremner, J. D., & Charney, D. S. (2010). Neural circuits in fear and anxiety. In D. J. Stein, E. Hollander, & B. O. Rothbaum (Eds.), *Textbook of anxiety disorders* (pp. 55 – 71). Washington: American Psychiatric Association.

Lang, P. J., Davis, M., & Öhman, A. (2000). Fear and anxiety: Animal models and human cognitive psychophysiology. *Journal of Affective Disorders, 61*, 137-159.

Cisler, J. M., Olatunji, B. O., Feldner, M. T., & Forsyth, J. P. (2010). Emotion regulation and the anxiety disorders: An integrative review. *Journal of Psychopathology and Behavioral Assessment, 32*, 68-82.

Week 5: October 8 - Attentional Biases in Anxiety

Cisler, J. M., & Koster, E. H. W. (2010). Mechanisms of attentional bias towards threat in anxiety disorders: An integrative review. *Clinical Psychology Review, 30*, 203-216.

Bar-Haim, Y., Lamy, D., Pergamin, L., Bakermans-Kranenburg, M. J., & van IJzendoorn, M. H. (2007). Threat-related attentional bias in anxious and nonanxious individuals: a meta-analytic study. *Psychological Bulletin, 133*, 1-24.

Quigley, L., Nelson, A.L., Carriere, J., Smilek, D., & Purdon, C. (2012). The effects of trait and state anxiety on attention to emotional images: An eye-tracking study. *Cognition and Emotion, 26*, 1390-1411.

Week 6: October 15 - Obsessive-Compulsive Disorder

Purdon, C. (2009). Psychological approaches to understanding obsessive-compulsive disorder. In M. M. Antony and M. B. Stein (Eds.), *Oxford handbook of anxiety and related disorders* (pp. 238-249). Oxford: Oxford University Press.

Steketee, G., & Barlow, D. H. (2002). Obsessive-compulsive disorder. In D. H. Barlow (Ed.), *Anxiety and its disorders* (2nd ed.) (pp. 516-535). New York, NY: Guilford.

Purdon, C., Gifford, S., McCabe, R., & Antony, M. M. (2011). Thought dismissability in obsessive-compulsive disorder versus panic disorder. *Behaviour research and therapy, 49*, 646-653.

Week 7: October 22 - Class cancelled – no readings**Week 8: October 29 - Generalized Anxiety Disorder**

Holaway, R. M., Rodebaugh, T. L., & Heimberg, R. G. (2006). The epidemiology of worry and generalized anxiety disorder. In G. C. L. Davey and A. Wells (Eds.), *Worry and its psychological disorders* (pp. 3-20). Chichester: John Wiley & Sons.

Behar, E., DiMarco, I. D., Hekler, E. B., Mohlman, J., & Staples, A. M. (2009). Current theoretical models of generalized anxiety disorder (GAD): Conceptual review and treatment implications. *Journal of Anxiety Disorders, 23*, 1011-1023.

***Note: sections titled Treatment (e.g., 2.2, 3.2 etc.) not required reading.**

Penney, A. M., Mazmanian, D., & Rudanycz, C. (2013). Comparing positive and negative beliefs about worry in predicting generalized anxiety disorder symptoms. *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement, 45*, 34-41.

Week 9: November 5 - Social Anxiety Disorder

Clark, D. M., & Wells, A. (1995). A cognitive model of social phobia. In R. G. Heimberg, M. R. Liebowitz, D. A. Hope, & F. R. Schneier (Eds.), *Social phobia: Diagnosis, assessment and treatment* (pp. 69-93), New York, NY: Guilford Press.

Moscovitch, D. (2009). What is the core fear in social phobia? A new model to facilitate individualized case conceptualization and treatment, *Cognitive and Behavioural Practice*, *16*, 123-134.

Garner, M., Mogg, K., & Bradley, B. P. (2006). Orienting and maintenance of gaze to facial expressions in social anxiety. *Journal of Abnormal Psychology*, *115*, 760-770.

Week 10: November 12 - Panic Disorder and Agoraphobia

Clark, D. M. (1986). A cognitive approach to panic. *Behaviour Research and Therapy*, *24*, 461-470.

Antony, M. M., & Swinson, R. P. (2000). Panic disorder and agoraphobia. In *Phobic disorders and panic in adults: a guide to assessment and treatment* (pp. 11-35). Washington, DC: American Psychological Association.

Bentley, K. H., Gallagher, M. W., Boswell, J. F., Gorman, J. M., Shear, M. K., Woods, S. W., & Barlow, D. H. (2013). The Interactive Contributions of Perceived Control and Anxiety Sensitivity in Panic Disorder: A Triple Vulnerabilities Perspective. *Journal of Psychopathology and Behavioral Assessment*, *35*, 57-64.

Week 11: November 19 - Posttraumatic Stress Disorder

Ehlers, A., & Clark, D. M. (2000). A cognitive model of posttraumatic stress disorder. *Behaviour Research and Therapy*, *38*, 319-345.

***Note: required reading 310 – 335 (“Treatment Implications” not required).**

McNally, R. J. (2003). Psychological mechanisms in acute response to trauma. *Biological Psychiatry*, *53*, 779-788.

DiGangi, J. A., Gomez, D., Mendoza, L., Jason, L. A., Keys, C. B., & Koenen, K. C. (2013). Pretrauma risk factors for posttraumatic stress disorder: A systematic review of the literature. *Clinical Psychology Review*, *33*, 728-744.