

**Psychology 457: Honours Seminar in Personality and Clinical Psychology  
Anxiety Disorders  
Fall 2014**

**1. COURSE INFORMATION**

Time and Location: Wednesdays, 12:30-2:30pm, PAS 4032

Instructor: Christine Purdon, Ph.D., C. Psych., Professor

Office: PAS 3038

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Office Hours: Tuesdays, 11-12 (or by appointment)

**2. COURSE DESCRIPTION**

This course will examine current research on the phenomenology, development and persistence of anxiety and related 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 and 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 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 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 and related disorders.
- b. Be able to describe the symptoms and experience of those with anxiety and anxiety disorders.
- c. Be able to describe the cognitive/learning factors that contribute to the development and persistence of anxiety disorders.

## 5. SUMMARY OF EVALUATION

<b>Participation</b>	<b>5%</b>
<b>Group Leadership (2 X 2.5%)</b>	<b>5%</b>
<b>In-Class short essays (best 4/5; 4 x 15% each)</b>	<b>60%</b>
<b>Review Paper</b>	<b>15%</b>
<b>Final Essay</b>	<b>15%</b>

### *i) 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 twice**. You will be informed during class of your assigned leadership and you will receive full marks for completion (2.5% each). This means that you shouldn't miss class; if you have to miss class for compelling medical or personal reasons please inform me in advance.

### *ii) Short Essays*

During weeks 3, 5, 7, 9 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 conceptual and methodological 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 the essays in class.

You are advised to use your "freebie" sparingly, and indeed to truly save it for an emergency; students find that their marks on the essay questions improve quite a bit over the course and that their grades on the first few might be considerably lower than on the last few.

### *iii) Brief Review Paper*

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. You will be required to identify a research question that addresses an important lacunae in our understanding of the phenomenology, development or persistence of an anxiety or anxiety-related disorder, identify three authoritative articles that address that research question and write a review of the three articles, ending with a conclusion based on your summary, synthesis and analysis of the three articles. The paper should be about 6 double spaced pages in length.

- You must submit your research question to me by October 15\*\*\*.
- The assignment is due **in class** on November 12 and is worth **15% of your final grade**.
- You must hand in a copy of each article you reviewed with the paper
- Papers will be screened through Turnitin.
- If you do not want your paper to be screened by Turnitin you may instead schedule a 30-minute individual meeting with me between November 12-19 during which you will make a 10-minute oral presentation of your paper and answer questions that establish your personal knowledge and understanding of what you have written. Students choosing this option must state their intention to do so by providing me with a **written statement to that effect at the beginning of class on October 8**.
- Further details and guidelines for the assignment are posted on LEARN.
- **\*\*\*Late assignments will not be accepted\*\*\***

### *iv) Final Essay*

In the last class (November 26), you will write a **short essay worth 15% of your grade**. The essay question will be based on what we have covered in the course as a whole and could ask you to present your idea on a particular issue (drawing from the readings you have done for the course, including your review paper) or you might be asked to identify an important research question and design a study to test it, or you might be asked to take a position on a larger, trans-diagnostic issue relevant to understanding anxiety. Regardless, the point of this essay is to provide you with the opportunity to demonstrate the expertise you have developed in understanding the phenomenology, development and persistence of anxiety and related disorders, of the methodologies used to study anxiety, of important lacunae in our understanding and of the strengths and weaknesses of current empirical approaches to understanding anxiety.

## **ABSENCES AND LATE PENALTIES**

The assumption of this course is that you will attend all classes, complete all essays in class and complete the assignment on time. Alternative arrangements for in-class evaluations 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 (christine.purdon@uwaterloo.ca) and you must 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.

Similarly, you have been given notice of the deadlines for the assignment. I will not accept late assignments except under the above circumstances of a major, documented disruption of which I am advised in advance.

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 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. 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 (weeks 2-3 material)
Week 4	October 1	<i>Neuropsychology &amp; Emotion Regulation of Anxiety</i>
Week 5	October 8	<i>Attentional Biases in Anxiety</i> *In class essay (weeks 4-5 material)
Week 6	October 15	<i>Obsessive-Compulsive Disorder I: Obsessions</i> *Research Question for Review Paper Due
Week 7	October 22	<i>Obsessive-Compulsive Disorder II: Compulsions</i> *In Class Essay (weeks 6-7 material)
Week 8	October 29	<i>Generalized Anxiety Disorder</i>

Week 9	November 5	<b><i>Social Anxiety Disorder</i></b> *In class essay (weeks 8 & 9 material)
Week 10	November 12	<b><i>Panic Disorder and Agoraphobia</i></b> *Review Paper Due w/copy of articles
Week 11	November 19	<b><i>Posttraumatic Stress Disorder</i></b> *In class essay (week 10-11 material)
Week 12	November 26	<b><i>In-class final essay</i></b>

## 7. COURSE READINGS

### **Week 2: September 17 - *Introduction to Anxiety & Related Disorders***

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* (2<sup>nd</sup> ed.) (pp. 47-50, 55-68), New York, NY: Norton.

Schwartz, B. (1984). Operant Conditioning, Basic Issues, In *Psychology of learning and behavior* (2<sup>nd</sup> 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. (2009). 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.

Nelson, A., Purdon, C., Quigley, L., Carriere, J., & Smilek, D. (in press). Distinguishing the roles of trait and state anxiety on the nature of anxiety-related attentional biases to threat using a free viewing eye movement paradigm. Manuscript accepted for publication in *Cognition and Emotion*.

### **Week 6: October 15 - *Obsessive-Compulsive Disorder I: Obsessions***

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* (2<sup>nd</sup> 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 – *Obsessive-Compulsive Disorder II: Compulsions***

Rachman, S. J. (2002). A cognitive theory of compulsive checking. *Behaviour Research and Therapy, 40*, 625-639.

Radomsky, A.S., Dugas, M.J., Alcolado, G.M., Lavoie, S.L. (2014). When more is less: Doubt, repetition, memory, metamemory, and compulsive checking in OCD. *Behaviour Research & Therapy, 59*, 30-39. doi:10.1016/j.brat.2014.05.008

Bucarelli, B., & Purdon, C. (in press). A diary study of the phenomenology and persistence of compulsions. *Journal of Behavior Therapy and Experimental Psychiatry*.

### **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.



## Important Information from the Faculty of Arts

### Cross-listed course:

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

### Academic Integrity:

*Academic Integrity:* In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

*Discipline:* A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (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. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline - <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>

*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-general-counsel/policies-procedures-guidelines/policy-70>

*Appeals:* A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals. <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72>

*Other sources of information for students:*

Academic Integrity website (Arts) Academic Integrity Office (uWaterloo)  
<https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour>

<https://uwaterloo.ca/academic-integrity/>

Accommodation for Students with Disabilities:

*Note for students with disabilities:* The AccessAbility Services office, 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 AS office at the beginning of each academic term.

<http://uwaterloo.ca/disability-services/>

### **Turnitin**

*Turnitin.com*: Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course. See Turnitin for more information:

<http://uwaterloo.ca/academic-integrity/integrity-waterloo-faculty/turnitin-waterloo>