

**Psychology 457: Honours Seminar in Personality and Clinical Psychology  
Anxiety Disorders  
Fall 2015**

**COURSE INFORMATION**

Time and Location: Tuesdays, 12:30-2:30, PAS 4032  
Instructor: Dr. Purdon, C. Psych., Professor  
Office: PAS 3038  
e-mail: [clpurdon@uwaterloo.ca](mailto:clpurdon@uwaterloo.ca)  
Office Hour: Tuesdays 10-11:00am, or by appointment

**COURSE DESCRIPTION**

This course will examine leading 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 Post-traumatic Stress Disorder. Treatment will be mentioned in class but will not be a primary focus of the course.

**TEXTBOOK/READINGS**

There is no textbook for the course. Instead, you will be reading published articles from psychology journals and selected chapters from published books. These are posted on LEARN and are listed below. These readings form the core of the course and understanding these readings will be absolutely essential to your success. I will provide you with questions to guide your reading each week. The readings are mostly primary sources and will contain terminology and concepts that you may not be familiar with. You will likely need to review the readings more than once in order to understand them enough to participate meaningfully in class discussions and to provide meaningful answers on your tests and final exam.

**COURSE OBJECTIVES**

The purpose of this course is to familiarize you with the phenomenology 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 persistence of anxiety and related disorders.

## SUMMARY OF EVALUATION

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|--|------------|
| <b>2 In-Class Tests; see weighting options below</b> | <b>50%</b> |
| <b>Final Exam</b>                                    | <b>35%</b> |
| <b>Class Participation</b>                           | <b>15%</b> |

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### In-Class Tests

In-class tests will be held on weeks 5 and 10 (October 13 and November 17), you will be given tests that will include both short answer and essay questions. The tests will comprise a total of 50% of your mark. There are two weighting options for the tests but **you will have to formally let me know, in writing, by Week 2 (September 22):**

**Weighting Option 1:** Both tests are worth 25%

**Weighting Option 2:** The test on which you score the lowest is weighted 20% and the other is weighted 30%

The material on the tests will derive directly from the readings and class discussion; it is not meant to stump or surprise you. I am looking for the strength and quality of your understanding of the important conceptual and methodological issues we cover. The questions about the readings I give you each week will help you identify key concepts. You are expected to write in formal style, with appropriate spelling, grammar and punctuation.

I expect that you will attend class, and that you will complete the tests in class. Only students with **documented, major** disruptions in health or personal functioning will be eligible for alternative arrangements (please see below for more details).

### Final Exam

The final exam will be held during the final exam period, which is **December 8 – 22**, and will be worth 35% of your mark. The exam will be cumulative, with emphasis on the material covered in Weeks 11 and 12. You are expected to write the final exam on the date that it is scheduled, so be sure to plan your travel and other holiday arrangements accordingly; **accommodations will not be made for travel or other personal plans**. The final exam schedule is typically released in late October.

## Class Participation

Each week we take up the questions I have provided you with to guide your readings of the course material. This discussion will form the basis of the class. I will be noting when you volunteer answers, engage in discussion, ask questions and otherwise demonstrate an understanding of and engagement with the course material. Each week I will also call on students who haven't volunteered answers. This is not meant to torture you, but to help you learn to become confident articulating your ideas in public. You are senior students who will soon be embarking on careers or further studies. Regardless of the path you take, the ability to contribute in a meaningful and confident way to discussion will be invaluable to your success.

There are 10 classes in which there will be class discussion and in each of those you have the opportunity to earn up to 1.5% of your grade by making a meaningful contribution. In your contributions I will be looking for evidence of engagement, thoughtfulness, and that you have read and understood the material.

## ABSENCES AND LATE PENALTIES

The assumption of this course is that you will attend all classes, complete all tests in class and write the final exam as scheduled. Alternative arrangements for in-class tests and the final exam 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, please email me at least an hour **in advance** of the test you are missing, if possible, or as soon as possible afterwards. Note that all documentation must date from **before** the missed test or exam, not after it. That is, the documentation must represent first-hand knowledge of the circumstances that made it impossible for you to write the tests as scheduled, as opposed to reflecting your retrospective self-report to the authority providing documentation.

The reasons that I am strict about having students complete the tests and exam as scheduled are twofold. The first is fairness; in the absence of a major extenuating circumstance it is not fair for one student to have extra time to prepare. The second reason is pragmatic; there are 25 students in the class, and if I begin making accommodations for typical 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 tests, 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).

## CLASS SCHEDULE

|        |              |  |
|--------|--------------|--|
| Week 1 | September 15 | <i>Course overview and introduction to anxiety</i>   |
| Week 2 | September 22 | <i>Classical and operant conditioning in anxiety</i> |

|              |               |  |
|--------------|---------------|--|
| Week 3       | September 29  | <i>Neuropsychology &amp; emotion regulation of anxiety</i> |
| Week 4       | October 6     | <i>Attentional processes in anxiety</i>                    |
| Week 5       | October 13    | <b><u>Test on Weeks 1, 2, 3, 4</u></b>                     |
| Week 6       | October 20    | <i>Thoughts and thought processes in anxiety</i>           |
| Week 7       | October 27    | <i>Safety behaviours, checking and compulsions</i>         |
| Week 8       | November 3    | <i>Obsessive-compulsive disorder</i>                       |
| Week 9       | November 10   | <i>Generalized Anxiety Disorder</i>                        |
| Week 10      | November 17   | <b><u>Test on Weeks 6, 7, 8, 9</u></b>                     |
| Week 11      | November 24   | <i>Social Anxiety Disorder</i>                             |
| Week 12      | December 1    | <i>Panic Disorder and Post traumatic stress disorder</i>   |
| Final exams: | December 8-22 |  |

## **COURSE READINGS**

### **Week 2: September 22 – *Classical and Operant Conditioning in Anxiety***

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.

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.

### **Week 3: September 29 - *Bases 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.

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.

Barlow, D. H. (2002). Fear, anxiety and theories of emotion. In *Anxiety and its Disorders* (2<sup>nd</sup> Ed.) (pp. 37 – 63). New York: Guilford.

**Week 4: October 6 - *Attentional processes 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.

Richards, H. J., Benson, V., Donnelly, N. & Hadwin, J. A. (2014). Exploring the function of selective attention and hypervigilance for threat in anxiety. *Clinical Psychology Review, 34*, 1-13.

Nelson, A., Purdon, C., Quigley, L., Carriere, J., & Smilek, D. (2015). 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. *Cognition and Emotion, 29*, 504-526.

**Week 5: October 13- *TEST #1, Weeks 1, 2, 3, 4***

**Week 6: October 20 – *Thoughts and thought processes in anxiety***

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

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.

Papageorgiou, C. (2006). Worry and rumination: styles of persistent negative thinking in anxiety and depression. In G. C. L. Davey and A. Wells (Eds.), *Worry and its Psychological Disorders* (pp. 21-40). London: Wiley.

**Week 7: October 27 – *Safety behaviours, checking, and compulsions***

Lovibond, P. F., Mitchell, C. J., Minard, E., Brady, A., & Menzies, R. G. (2009). Safety behaviours preserve threat beliefs: Protection from extinction of human fear conditioning by an avoidance response. *Behaviour Research and Therapy, 47*, 716-720.

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

Gershuny, B., & Sher, K. (1995). Compulsive checking and anxiety in a nonclinical sample: Differences in cognition, behaviour, personality and affect. *Journal of Psychopathology and Behavioral Assessment, 17*, 19-38.

**Week 8: November 3 – *Obsessive-Compulsive Disorder***

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

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.

**Week 9: November 10 - *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 10: November 17 – Test – Weeks 6, 7, 8, 9****Week 11: November 24: 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.

Sapach, M. J. N. T., Carleton, R. N., Mulvogue M. C., Weeks, J. W., & Heimberg, R. G. (2015). Cognitive Constructs and Social Anxiety Disorder: Beyond Fearing Negative Evaluation. *Cognitive Behavior Therapy*, 47, 63-73.

Jusyte, A., Schneidt, A., & Schonenburg, M. (2015). Temporal estimation of threatening stimuli

in social anxiety disorder: Investigation of the effects of state anxiety and fearfulness. *Journal of Behavior Therapy and Experimental Psychiatry*, 47, 25-33.

**Week 12: December 1 - Panic Disorder and Post-Traumatic Stress Disorder**

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.

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.

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

## Important Information from the Faculty of Arts

### 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](#).

**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.

**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](#).

**Other sources of information for students:**

[Academic Integrity website \(Arts\)](#)

[Academic Integrity Office \(UWaterloo\)](#)

### Accommodation for Students with Disabilities

**Note for students with disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension, 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.

### Concerns About the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Studies (Richard Eibach from July 1, 2015 through June 30, 2016) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:  
Richard Eibach Email: [reibach@uwaterloo.ca](mailto:reibach@uwaterloo.ca); Ph 519-888-4567 ext 38790

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. See Policy 70 and 71 below for further details.

**Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:**



- seek medical treatment as soon as possible and obtain a completed uWaterloo Verification of Illness Form: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either:

1. waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
2. provide an extension.

**In the case of bereavement**, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

### **Official version of the course outline**

If there is a discrepancy between the hard copy outline (i.e., if students were provided with a hard copy at the first class) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.