Instructor: Caleb W. Lack, Ph.D.
Office: Education 307F
Phone: 405-974-5456
Office Hours: Seriously? It’s a 9 hour a day class. No office hours!
Email: clack@uco.edu
Web: http://www.caleblack.com/teaching.html

TEXTBOOKS


Other readings will be made available via the course website.

GOALS & OBJECTIVES
This course will cover both basic and applied research on anxiety and the psychological disorders associated with it. Specific goals for the class:

1. Defining anxiety, its facets, and major forms people experience
2. Assessment methods (subjective, physiological, and behavioral)
3. Theories and origins of anxiety
4. Types of and treatments for specific anxiety disorders

CLASS TIME & READINGS
This course will include a mixture of lecture, in-class exercises, and discussion designed to assist your learning. When lecturing, I will be using PowerPoint slides to illustrate my lectures and assist you in your note taking. I have already posted the complete PowerPoint slides online (@ www.caleblack.com or scan the QR-code above). Therefore, it would be best if you concentrate on listening and taking notes about what we discuss in class, rather than try to copy down all of the information on the slides.

There will be a large number of readings for this course, from both the required texts and the supplemental materials. While it is not necessary for you to memorize all of the information, it is strongly recommended that you read all assigned materials before class. Also, as a majority of points available in this course will come from in-class exercises and discussions, attendance is crucial. Furthermore, there are only five days of class. Skip any and you will fail the course.

GRADING
There are a total of four assignment types for this class, outlined below, worth 600 total points. Grades will be calculated as follows: 540 points and above = A, 480-539 points = B, 420-479 points = C, 360-419 points = D, below 360 points = F.

• In-class participation, 20 points per day: If you actively participate in class, you will receive these easily earnable points. If you do not participate, you will not gain these points. (100 points total)
• Video critiques, 50 points each: We will watch films in class, after which you will do a brief (1 typed page, single spaced, emailed to me @ above address) review and critique of how well the film portrayed a specific anxiety disorder. Movies will be as follows: What About Bob? (OCD), Copycat (PTSD/agoraphobia), Vertigo (specific phobia), Punch Drunk Love (social phobia). (200 points total)
• Anxiety homework, 50 points each: You will complete a series of assignments similar to what a client with anxiety would be required to do. This will include symptom scales (PSWQ, OCI-R, LSAS, PCL-C, SI-R), a fear
hierarchy, thought records, fear exposures, diaphragmatic breathing, and progressive muscle relaxation. (300 points total)

**CLASS OUTLINE**

**Day 1**

**Introduction to course / Assessment / Theories / Origins**

**Readings**

Syllabus, Anxiety 101 chapters 1-4


**Assignments**

Completion and scoring of self-report anxiety questionnaires

Diaphragmatic breathing practice

**Day 2**

**Cognitive Impacts / Intro to Tx / Specific Phobias**

**Readings**

Anxiety 101 chapters 5-6

Lack pp. 1-16, 26-33


Anxiety, 27, 212-229.


Assignments

Fear hierarchy
Progressive muscle relaxation practice
Critique of Vertigo

Day 3

Social phobia / Generalized anxiety disorder

Readings
Lack pp. 17-25, 56-64


Assignments

Thought records

Critique of *Punch Drunk Love*

**Day 4**

**Obsessive-compulsive disorder / Hoarding / Tics**

Readings

Lack pp. 34-45


Assignments

Fear exposures

Critique of What About Bob?

**Day 5**

**PTSD / Panic Disorder**

Readings

Lack pp. 46-55, 65-78


Assignments

Fear exposures

*Critique of The Deer Hunter*
**UNIVERSITY POLICY**

**Student Etiquette:** Students will be expected to maintain a level of conduct described in the University Student Handbook and may be dismissed from the class if policies are not followed. Part of professional training is learning to behave professionally, including high levels of ethical conduct. Dishonesty includes cheating, violating the integrity of examination, plagiarism, or knowingly furnishing false information to the University or staff. Classroom misconduct includes disrespect for faculty or fellow students or disruption of the class by any means. Students are expected to be on time for class so as to avoid the disruption of learning and participation in discussion.

**Special Accommodations:** The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting the assistant director of Disability Support Services, Kimberly Fields at 974-2549. The office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.”

**Non-payment of tuition:** Please be aware of the following:
“If you do not pay your fees by the deadline, you’ll be assessed a $40 late payment penalty; and interest charges if the debt extends beyond a month. **You will not be dropped from classes for non-payment. If you do not or cannot attend class, you must withdraw, or risk receiving ‘F’s on your transcript, in addition to owing tuition and fees.”**

**Emergencies during final examinations:** If an emergency occurs that prevents the administration of a final examination, the student’s final course grade will be calculated based on the work in the course completed to that point in time and the faculty member’s considered judgment. Final exams will not be rescheduled, and a grade of “I” will not be given as a result of the missed exam. This applies to situations when the administration of the final was impossible, not when an individual student is unable to take a scheduled final.

Please review the Student Information Sheet available online at:
http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf

The College of Education and Professional Studies is committed to helping students learn by providing a range of transformative learning experiences in discipline knowledge and in the five core areas: leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.