

Intercession: Anxiety Disorders – PSY 5960
8:00 am – 5:30 pm, MTWRF, ED 310
SYLLABUS, MAY 2016

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

Lack, C.W. (2013). *Anxiety Disorders: An Introduction*. ONUS Books; United Kingdom.

Optional: Zeidner, M. & Matthews, G. (2010). *Anxiety 101*. Springer: New York, NY.

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 will post 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 text 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 700 total points. Grades will be calculated as follows: 630 points and above = A, 560-629 points = B, 490-559 points = C, 420-489 points = D, below 420 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)

- **Discussion questions, 20 points each:** Each day you will be required to bring one question for class discussion, based off of the readings. Questions should *not* be purely factual (“What is the prevalence rate for GAD?”), but instead conceptual or intellectually stimulating (“What could we as a society change to decrease the prevalence rate of GAD?”). (100 points total)

CLASS OUTLINE

Day 1	Introduction to course / Assessment / Theories / Origins
Readings	<p>Syllabus, Anxiety 101 chapters 1-4</p> <p>Baloğlu, M. Abbasi, A., & Masten, W.G. (2007). A cross-cultural comparison of anxiety among college students. <i>College Student Journal</i>, 41, 977-984.</p> <p>Calvo, M.G. & Miguel-Tobal, J.J. (1998). The anxiety response: Concordance among components. <i>Motivation and Emotion</i>, 22, 211-230.</p> <p>Endler, N.S. & Kocovski, N.L. (2001). State and trait anxiety revisited. <i>Anxiety Disorders</i>, 15, 231-245.</p> <p>Lowe, P.A. & Reynolds, C.R. (2005). Do relationships exist between age, gender, and education and self-reports of anxiety among older adults? <i>Individual Differences Research</i>, 3 (4), 239-259.</p> <p>McLean, C.P., & Anderson, E. R. (2009). Brave men and timid women? A review of the gender differences in fear and anxiety. <i>Clinical Psychological Review</i>, 29, 496-505.</p> <p>Putwain, D.W. (2008). Deconstructing test anxiety. <i>Emotional and Behavioural Difficulties</i>, 13, 141-155.</p> <p>Lack, C.W., & Thomason, S.P. (2014). Projective personality assessment of anxiety: A critical appraisal. In D. McKay & E. Storch (Eds.), <i>Handbook of Assessing Variants and Complications in Anxiety Disorders</i>. Springer: New York.</p> <p>Morentz, M.W., & McKay, D. (2011). Dimensional diagnosis of anxiety in youth. In D. McKay & E. Storch (Eds.), <i>Handbook of Child and Adolescent Anxiety Disorders</i>, pp. 105-120. Springer: New York.</p>
Assignments	<p>Discussion question #1</p> <p>Completion and scoring of self-report anxiety questionnaires</p> <p>Diaphragmatic breathing practice</p>
Day 2	Cognitive Impacts / Intro to Tx / Specific Phobias
Readings	<p>Anxiety 101 chapters 5-6</p> <p>Lack pp. 1-16, 26-33</p> <p>American Psychiatric Association. (2011). <i>Proposed changes to DSM-V anxiety disorders</i>. (compiled from http://www.dsm5.org)</p> <p>Baldwin, D.S., Anderson, I.M., Nutt, D.J., Bandelow, B., Bond, A. et al. (2005). Evidence-based guidelines for the pharmacological treatment of anxiety disorders: recommendations from the British Association for Psychopharmacology. <i>Journal of Psychopharmacology</i>, 19, 567–596.</p>

- Craske, M.G., Rauch, M.D., Ursano, R., Prenoveau, J., Pine, D.S., & Zinbarg, R.E. (2009). What is an anxiety disorder? *Depression & Anxiety, 26*, 1066-1085.
- Davis, T.E., May, A., & Whiting, S.E. (2011). Evidence-based treatment of anxiety and phobia in children and adolescents: Current status and effects on the emotional response. *Clinical Psychological Review, 31*, 592-602.
- Gunter, R.W., & Whittal, M.W. (2010). Dissemination of cognitive-behavioral treatments for anxiety disorders: Overcoming barriers and improving patient access. *Clinical Psychological Review, 30*, 194-202.
- Lack, C.W., Lehmkuhl-Yardley, H., & Dalaya, A. (in press). Treatment of comorbid anxiety disorders across the lifespan. In E.A. Storch & D. McKay (Eds.), *Handbook of Treating Variants and Complications in Anxiety Disorders*. Springer: New York.
- Newman, M.G., Szkodny, L.E., Llera, S.J., & Przeworski, A. (2011). A review of technology-assisted self-help and minimal contact therapies for anxiety and depression: Is human contact necessary for therapeutic efficacy? *Clinical Psychological Review, 31*, 89-103.
- Olatunji, B.O., Deacon, B.J., & Abramowitz, J.S. (2009). The cruelest cure? Ethical issues in the implementation of exposure-based treatments. *Cognitive and Behavioral Practice, 16*, 172-180.
- Olatunji, B.O., Cisler, J.M., & Tolin, D.F. (2007). Quality of life in the anxiety disorders: A meta-analytic review. *Clinical Psychology Review, 27*, 572-581.
- Stein, D.J., Phillips, K.A., Bolton, D., Fulford, K.W.M., Sadler, J.Z., & Kendler, K.S. (2010). What is a mental/psychiatric disorder? From DSM-IV to DSM-V. *Psychological Medicine, 40*, 1759-1765.
- Lewis-Fernandez, R., Hinton, D.E., Laria, A.J., Patterson, E.H., Hofmann, S.G. et al. (2010). Culture and anxiety disorders: Recommendations for the DSM-V. *Depression & Anxiety, 27*, 212-229.
- Rosqvist, J. (2005). Description of the behavioral treatment strategy: Exposure. In *Exposure Treatments for Anxiety Disorders*, pp. 27-80. Routledge: New York.
- Rygh, J.L., & Sanderson, W.C. (2004). Treating the physiological component. In *Treating Generalized Anxiety Disorder*, pp. 112-131.
-
- Coelho, C., & Purkis, H. (2009). The origins of specific phobias: Influential theories and current perspectives. *Review of General Psychology, 13*(4), 335-348.
- Davis, T., Ollendick, T. H., & Öst, L. (2009). Intensive treatment of specific phobias in children and adolescents. *Cognitive and Behavioral Practice, 16*(3), 294-303.
- de Quervain, D.J-F., Bentz, D., Michael, T., Bolt, O.C., Wiederhold, B.K. et al. (2010). Glucocorticoids enhance extinction-based therapy. *PNAS Early Edition*, 1-5.
- LeBeau, R.T., Glenn, D., Liao, B., Wittchen, H-U., Beesdo-Baum, K. et al. (2010). Specific Phobia: A review of DSM-IV Specific Phobia and preliminary recommendations for DSM-V. *Depression and Anxiety, 27*, 148-167.
- Ollendick, T.H., Raishevich, N. Davis III, T.E., Sirbu, C. Ost, L-G. (2010). Specific Phobia in youth: Phenomenology and psychological characteristics. *Behavior Therapy, 41*, 133-141.
- Seim, R. W., & Spates, C. (2010). The prevalence and comorbidity of specific phobias in college students and their interest in receiving treatment. *Journal of College Student*

Psychotherapy, 24(1), 49-58.

Assignments

Discussion question #2
Fear hierarchy
Progressive muscle relaxation practice
Critique of *Vertigo*

Day 3

Social phobia / Generalized anxiety disorder

Readings

Lack pp. 17-25, 56-64

Abramowitz, J.S., Moore, E.L., Braddock, A.E., & Harrington, D.L. (2009). Self-help cognitive-behavioral therapy with minimal therapist contact for social phobia: A controlled trial. *Journal of Behavior Therapy & Experimental Psychiatry, 40*, 98-105.

Bogels, S.M., Alden, L., Beidel, D., Clark, L.A., Pine, D.S. et al. (2010). Social anxiety disorder: Questions and answers for the DSM-V. *Depression and Anxiety, 27*, 168-189.

Kashdan, T. (2007). Social anxiety spectrum and diminished positive experiences: Theoretical synthesis and meta-analysis. *Clinical Psychology Review, 27*, 348-365.

Morris, E.P., Stewart, S.H., & Ham, L.S. (2005). The relationship between social anxiety and alcohol use disorders: A critical review. *Clinical Psychology Review, 25*, 734-760.

Stein, M.B., & Stein, D.J. (2008). Social anxiety disorder. *Lancet, 371*, 1115-1125.

Zimmerman, M., Dalrymple, K., Chelminski, I., Young, D., & Galione, J. N. (2010). Recognition of irrationality of fear and the diagnosis of social anxiety disorder and specific phobia in adults: Implications for criteria revision in DSM-5. *Depression and Anxiety, 27(11)*, 1044-1049.

Andrews, G., Hobbs, M.J., Borkovec, T.D., Beesdo, K., Craske, M.G. et al. (2010). Generalized Worry Disorder: A review of DSM-IV Generalized Anxiety Disorder and options for DSM-V. *Depression and Anxiety, 27*, 134-147.

Baldwin, D., Woods, R., Lawson, R., & Taylor, D. (2011). Efficacy of drug treatments for generalised anxiety disorder: Systematic review and meta-analysis. *BMJ: British Medical Journal, 342*. Prepublication copy.

Borkovec, T.D., Newman, M.G., & Castonguay, L.G. (2004). Cognitive-behavioral therapy with integrations from interpersonal and experiential therapies. *FOCUS, 3(2)*, 392-401.

Newman, M. G., Castonguay, L. G., Borkovec, T. D., Fisher, A. J., Boswell, J. F., Szkodny, L. E., & Nordberg, S. S. (2011). A randomized controlled trial of cognitive-behavioral therapy for generalized anxiety disorder with integrated techniques from emotion-focused and interpersonal therapies. *Journal of Consulting and Clinical Psychology, 79*, 171-181.

van der Heiden, C., Methorst, G., Muris, P. and van der Molen, H. T. (2011), Generalized anxiety disorder: clinical presentation, diagnostic features, and guidelines for clinical practice. *Journal of Clinical Psychology, 67*, 58-73.

Assignments

Discussion question #3

Thought records

Critique of *Punch Drunk Love*

Day 4

Obsessive-compulsive disorder / Hoarding / Tics

Readings

Lack pp. 34-45

Abramowitz, J.S., Taylor, S., & McKay, D. (2009). Obsessive-compulsive disorder. *Lancet*, *374*, 491-499.

Abramowitz, J.S., Whiteside, S.P., & Deacon, B.J. (2005). The effectiveness of treatment for pediatric obsessive-compulsive disorder: A meta-analysis. *Behavior Therapy*, *36*, 55-63.

Bate, K.S., Malouff, J.M., Thorsteinsson, E.T. & Bhullar, N. (in press). The efficacy of habit reversal therapy for tics, habit disorders, and stuttering: A meta-analytic review. *Clinical Psychology Review*.

Bloch, M. H., & Leckman, J. F. (2009). Clinical course of Tourette syndrome. *Journal of Psychosomatic Research*, *67*, 497-501.

Gibson, A. K., Rasmussen, J., Steketee, G., Frost, R., & Tolin, D. (2010). Ethical considerations in the treatment of compulsive hoarding. *Cognitive and Behavioral Practice*, *17*, 426-438.

Lack, C. W., & Storch, E. A. (2008). The use of computers in the assessment and treatment of obsessive-compulsive disorder. *Computers in Human Behavior*, *24*, 917-929.

Lack, C.W., Storch, E.A., Keely, M., Geffken, G.R., Ricketts, E., et al. (2009). Quality of life in children and adolescents with Obsessive-Compulsive Disorder. *Social Psychiatry and Psychiatric Epidemiology*, *44*, 935-942.

Landau, D., Iervolino, A. C., Pertusa, A., Santo, S., Singh, S., & Mataix-Cols, D. (2011). Stressful life events and material deprivation in hoarding disorder. *Journal of Anxiety Disorders*, *25*, 192-202.

Leckman, J.F., Denys, D., Simpson, H.B., Mataix-Cols, D., Hollander, E. et al. (2010). Obsessive-compulsive disorder: A review of the diagnostic criteria and possible subtypes and dimensional specifiers for DSM-V. *Depression and Anxiety*, *27*, 507-527.

Mataix-Cols, D., Frost, R.O., Pertusa, A., Clark, L.A., Saxena, S. et al. (2010). Hoarding disorder: A new diagnosis for DSM-V? *Depression and Anxiety*, *27*, 556-572.

Pertusa, A., Frost, R.O., Fullana, M.A., Samuels, J., Sketekee, G., et al. (2010). Refining the diagnostic boundaries of compulsive hoarding: A critical review. *Clinical Psychology Review*, *30*, 371-386.

Piacentini, J., Woods, D. W., Scahill, L., Wilhelm, S., Peterson, A. L., Chang, S., et al. (2010). Behavior therapy for children with Tourette disorder: A randomized controlled trial. *JAMA: Journal of the American Medical Association*, *303*, 1929-1937

Solem, S., Hansen, B., Vogel, P.A., & Kennair, L.E.O. (2009). The efficacy of teaching psychology students exposure and response prevention for obsessive-compulsive disorder. *Scandinavian Journal of Psychology*, *50*, 245-250.

Storch, E.A., Lack, C.W., Merlo, L.J., Geffken, G.R., Jacob, M.L., Murphy, T.K., & Goodman, W.K. (2007). Clinical features of children and adolescents with Obsessive-Compulsive Disorder and hoarding symptoms. *Comprehensive Psychiatry*, *48*, 313-318.

Storch, E.A., Lewin, A.B., Farrell, L., Aldea, M.A., Reid, J.A. et al. (2010). Does cognitive-behavioral therapy response among adults with obsessive-compulsive disorder differ as a function of certain comorbidities? *Journal of Anxiety Disorders, 24*, 547-554.

Tolin, D. F., Meunier, S. A., Frost, R. O., & Steketee, G. (2011). Hoarding among patients seeking treatment for anxiety disorders. *Journal of Anxiety Disorders, 25(1)*, 43-48.

Walkup, J.T., Ferrao, Y., Leckman, J.F., Stein, D.J., & Singer, H. (2010). Tic disorders: Some key issues for DSM-V. *Depression and Anxiety, 27*, 600-610.

Assignments

Discussion question #4

Fear exposures

Critique of *What About Bob?*

Day 5

PTSD / Panic Disorder

Readings

Lack pp. 46-55, 65-78

Alisic, E., Jongmans, M.J., van Wesel, F., & Kleber, R.J. (2011). Building child trauma theory from longitudinal studies: A meta-analysis. *Clinical Psychology Review, 31*, 736-747.

Fredman, S. J., Monson, C. M., & Adair, K. C. (2011). Implementing cognitive-behavioral conjoint therapy for PTSD with the newest generation of veterans and their partners. *Cognitive and Behavioral Practice, 18*, 120-130.

Hembree, E.A., Rauch, S., & Foa, E.B. (2003). Beyond the manual: The insider's guide to prolonged exposure therapy for PTSD. *Cognitive and Behavioral Practice, 10*, 22-30.

Hinton, D.E., & Lewis-Fernandez, R. (2010). The cross-cultural validity of posttraumatic stress disorder: Implications for DSM-V. *Depression and Anxiety, 27*, 1-19.

Holowka, D. W., Marx, B. P., Kaloupek, D. G., & Keane, T. M. (2011, April 4). PTSD symptoms among male Vietnam veterans: Prevalence and associations with diagnostic status. *Psychological Trauma: Theory, Research, Practice, and Policy*. Advance online publication.

Lack, C.W., Doan, R., & Young, P. (2010). Working with children in schools after traumatic events. In J.E. Warnick, K. Warnick, & A. Laffoon, (Eds.). *Educational policy and practice: The good, the bad and the pseudoscience. Volume II: Applied practices*. Hauppauge, NY: Nova Science Publishers.

Lack, C.W., Sullivan, M.A., Scott, S.M., & Beck-Xaysuda, L. (2010). To attribute or not to attribute, that is the post-traumatic question. In P. Anninos, M. Rossi, T.D. Pham, C. Falugi, A. Bussing, & M. Koukkou (Eds.), *Recent Advances in Clinical Medicine* (pp. 174-179). Istanbul, Turkey: WSEAS Press.

Mehta, D., & Binder, E.G. (in press). Gene X environment vulnerability factors for PTSD: The HPA-axis. *Neuropharmacology*.

Powers, M. B., Halpern, J. M., Ferenschak, M. P., Gillihan, S. J., & Foa, E. B. (2010). A meta-analytic review of prolonged exposure for posttraumatic stress disorder. *Clinical Psychology Review, 30*, 635-641.

Rosen, G.M., & Lilienfeld, S.O. (2008). Posttraumatic stress disorder: An empirical evaluation of core assumptions. *Clinical Psychology Review, 28*, 837–868.

Craske, M.G., Kircanski, K., Epstein, A., Wittchen, H-U., Pine, D.S. et al. (2010). Panic Disorder: A review of DSM-IV Panic Disorder and proposals for DSM-V. *Depression and Anxiety, 27*, 93-112.

Deacon, B., Lickel, J., & Abramowitz, J. S. (2008). Medical utilization across the anxiety disorders. *Journal of Anxiety Disorders, 22*(2), 344-350.

Roy-Byrne, P.P., Craske, M.G., & Stein, M.B. (2006). Panic disorder. *Lancet, 368*, 1023-1032.

Wittchen, H-U., Gloster, A.T., Beesdo-Baum, K., Fava, G.A., & Craske, M.G. (2010). Agoraphobia: A review of the diagnostic classificatory position and criteria. *Depression and Anxiety, 27*, 113-133.

Assignments

Discussion question #5

Fear exposures

Critique of *Copycat*

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.