

Psychology 349: Anxiety Disorders and their Treatment

Haverford College • Fall 2017 • KINSC East Wing E115

Tuesdays 1:30-4PM

Instructor: Elizabeth A. Gordon, Ph.D. (Office: Sharpless 412)

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Office hours: Mondays 10am-12pm or by appointment

Course Overview:

This seminar will explore the nature, causes, and treatment of anxiety-related disorders including specific phobia, social anxiety disorder, panic disorder, obsessive compulsive disorder, post-traumatic stress disorder, and generalized anxiety disorder. Major principles and components of the most commonly used empirically supported treatments will be explored, with a focus on behavioral, cognitive, and acceptance-based approaches. Specialized topics pertaining to complex case presentations and multicultural considerations will be included. Students will have the chance to practice cognitive restructuring, to develop exposure hierarchies, and to practice relaxation and mindfulness techniques.

Course Format: Class sessions will emphasize collaborative discussion of reading material and homework exercises, as well as experiential activities such as practicing clinical techniques. Lecture and video will also be employed. To benefit as much as possible from each class, please read the assigned material prior to class and complete homework assignments.

Required Texts

- Leahy, Holland, & McGinn (2011) *Treatment Plans and Interventions for Depression and Anxiety Disorders*, Second Edition
- Forsyth & Eifert (2007) *The Mindfulness & Acceptance Workbook for Anxiety: A Guide to Breaking Free from Anxiety, Phobias & Worry Using Acceptance & Commitment Therapy*. New Harbinger Publications.

The above texts are available at the campus bookstore. Additional readings including book chapters and articles will be posted to Moodle.

Midterm (25%). There will be a single midterm exam. The midterm will be take-home (self-timed) and will include a combination of multiple choice, short answer, and short essay questions. Make-up exams will be considered only under unusual circumstances beyond your control, and if they are supported by written documentation from a recognized authority. In such an instance, please contact me immediately.

Discussion leader (10%). Each student will be responsible for leading class discussion on an article. The article must be a primary source, empirical study published in a peer reviewed journal and should cover the same general topic as the required readings. There are six papers already included in the syllabus that can be used for this assignment; other students will have the chance to find an article of

their own choosing that relates to the topic of the day. The student presenting the article will provide a relatively brief (approximately 10-minute) overview and summary of the article and will lead a subsequent discussion covering topics such as research methodology, findings and their implications, integration with other required readings, etc. Other students are expected to have read the article and to come to class prepared to critically discuss it. Discussion leader preferences are due by noon the second week of class and will be confirmed during that class or shortly thereafter.

Final Presentation (15%). A presentation about a specialized topic on anxiety disorders and/or their treatment. Possible topics include interpersonal consequences of anxiety; novel approaches to treatment; the use of prolonged exposure for PTSD; treatment of children with separation anxiety, etc. Presentations should be 10-15 minutes in length with an additional 5 minutes for questions at the end. Topics are due by October 3rd and presentations will be scheduled across the final four class meetings, with an emphasis on the final two classes. The topic of your talk may overlap with your long paper topic (see below).

Final Paper (10-12 pages; 25%): A research paper that examines a topic of interest related to anxiety disorders. See assignment description for more details. Paper topics may overlap with your final presentation topic. A description of your topic, along with three potential references in APA format, are due by October 3rd (email to me).

Participation & Attendance (15%): Active participation is the heart and soul of this seminar course. Please read all of the material *prior* to class to ensure that we are all prepared to critically discuss the readings in a meaningful way. You should have at least one comment or question prepared for each reading, ready to share with the class, as discussion permits. In addition, many weeks our class discussion will benefit from you sharing your experience completing homework assignments.

Homework (10%): There are several homework assignments across the semester. These typically ask you to try out techniques or exercises that are used in the treatment of anxiety disorders. Because these assignments tend to be personal in nature, I aim to grant credit while protecting your privacy. Hence, I typically do not ask you to submit the exercises themselves but rather a reflection on the process. Assignments that need to be turned in are designated by a hand symbol✎.

Late Policy: For all assignments, grades are subject to reduction by 10% for each 24 hour period they are late.

Grading: Your final grade will be based on:

- Midterm (25%)
- Discussion Leader (10%)
- Final presentation (15%)
- Final paper (25%)
- Participation & Attendance (15%)
- Homework (10%)
- **Total (100)**

Final letter grades for the course will be assigned based on the percentage ranges below.

Grading System					
100-93.00%	4.0/A	82.99-80.00%	2.7/B-	69.99-67.00%	1.3/D+
92.99-90.00%	3.7/A-	79.99-77.00%	2.3/C+	66.99-60.00%	1.0/D
89.99-87.00%	3.3/B+	76.99-73.00%	2.0/C	↓ 59.99%	0.0/F
86.99-83.00%	3.0/B	72.99-70.00%	1.7/C-		

Academic Integrity: This refers to the extent to which you take responsibility for and control of your own learning. Be there when class begins and stay until it is over. If you miss a class, please make sure you get notes and/or handouts from someone else in the class. Professional behavior is expected, including demonstrating courtesy and respect for the instructor and for other students during class. This includes turning off cell phones; not reading, checking your e-mail, or texting during class.

Disability Statement: This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact disability resources (<http://www.haverford.edu/ods/>) to coordinate reasonable accommodations for students with documented disabilities.

Academic Honesty Policy: You are expected to abide by Haverford's Honor code. Suspected violations of the Honor Code will be referred to Honor Council for adjudication.

Schedule of Topics and Assignments

PART I: CORE FEATURES OF ANXIETY & TREATMENT

Sept 5: Introduction & Overview

Sept 12: Nature of anxiety and its disorders

- Craske, M. G., Stein, M. B., Eley, T. C., Milad, M. R., Holmes, A., Rapee, R. M., & Wittchen, H.-U. (2017). Anxiety disorders. *Nature Reviews Disease Primers*, 3(May), 17024.
- Bateson, M., Brilot, B., & Nettle, D. (2011). Anxiety: An evolutionary approach. *Canadian Journal of Psychiatry*.
- Forsyth & Eifert (2007) *The Mindfulness & Acceptance Workbook for Anxiety: A Guide to Breaking Free from Anxiety, Phobias & Worry Using Acceptance & Commitment Therapy*. Chapters 1 & 2
- Leahy, R.L., (2005) *The Worry Cure: Seven Steps to Stop Worry from Stopping You*; Chapter 1: Understanding Worry & Chapter 3: Take Your Worry Profile
- Optional: Park, A. The Two Faces of Anxiety. *Time Magazine*. Dec 5, 2011.

Homework due

✓ Learning Exercise 1-1 on pg. 9 of Wright et al.

☞ 1-page summary of your thoughts and questions about the above exercises. You may include your answers to the questions in Exercise 1-1 if you'd like.

☑ Discussion leader: by NOON today, email Liz your first and second choice week (article topic should correspond with class topic). Schedule will be confirmed during class.

Sept 19: Origins and maintenance of anxiety

- Chorpita, B., & Barlow, D. (1998). The development of anxiety: The role of control in the early environment. *Psychological Bulletin*, 124, 3–21.
- Leahy, R.L., (2005) *The Worry Cure: Seven Steps to Stop Worry from Stopping You*, Chapter 2: The Worst Ways to Handle Worry
- Mineka, S., & Zinbarg, R. (2006). A contemporary learning theory perspective on the etiology of anxiety disorders: It's not what you thought it was. *American Psychologist*, 61, 10-26.
- Kashdan, T. B., Ferssizidis, P., Farmer, A. S., Adams, L. M., & McKnight, P. E. (2013). Failure to capitalize on sharing good news with romantic partners: Exploring positivity deficits of socially anxious people with self-reports, partner-reports, and behavioral observations. *Behaviour Research and Therapy*, 51(10), 656–68. STUDENT LEADER: _____

Homework due

☞ Consider your early childhood experiences and/or those of close others. How may they prepared you or your close others for vulnerability or resilience to anxiety? Which of the “Worst Ways to Handle Worry” do you do, or do you notice in your friends and family? (1-2 pages)

☑ Discussion leader: Find an empirical article of interest for your discussion leader assignment (does not apply to those who will lead discussion of an existing article). Email a PDF of it to Liz by the start of class.

Sept 26: Overview of Empirically Supported Treatments

- Powers, M. B., & Deacon, B. J. (2013). Dissemination of empirically supported treatments for anxiety disorders: Introduction to the special issue. *Journal of Anxiety Disorders*, 27(8), 743–744. <http://doi.org/10.1016/j.janxdis.2013.09.013>
- Tolin, D. F., Forman, E. M., & Klonsky, E. D. (2015). Empirically Supported Treatment: Recommendations for a New Model. *Psychol Sci Prac*, 22, 317–338.
- Foa, E. B., & Kozak, M. J. (1986). Emotional processing of fear: exposure to corrective information. *Psychological Bulletin*, 99, 20–35.
- Beck, J. (1995), *Cognitive Therapy: Basics and Beyond* Chapters 1 & 2.
- Forsyth & Eifert (2007) *The Mindfulness & Acceptance Workbook for Anxiety: A Guide to Breaking Free from Anxiety, Phobias & Worry Using Acceptance & Commitment Therapy*. Chapters 3-6
- Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (1999). *Acceptance and commitment therapy: An experiential approach to behavior change*. New York: Guilford Press. Chapters 1&3
- **For Reference (Skim)**: Leahy, Holland, & McGinn (2011) *Treatment Plans and Interventions for Depression and Anxiety Disorders*. Chapters 9 and 10

Homework due

✓ *Thought record (see Moodle for more details)*

☞ Reflect on your experience completing a thought record (1 page)

PART II TREATMENT: TREATMENT APPROACHES FOR SPECIFIC DISORDERS

Oct 3: Specific phobia

Focus on behavioral/exposure treatment; **Midterm distributed.**

- Ohman & Mineka (2001) Fears, Phobias, and Preparedness: Toward an Evolved Module of Fear and Fear Learning. *Psychological Review*, 108 (483-522).
- Antony, M. M., & Grös, D. F. (2006). The assessment and treatment of specific phobias: A review. *Current Psychiatry Reports*, 8, 298-303.
- Craske et al. (2008) Optimizing inhibitory learning during exposure therapy. *Behaviour Research and Therapy*, 46, 5-27.
- Leahy, Holland, & McGinn (2011) *Treatment Plans and Interventions for Depression and Anxiety Disorders*. Chapter 7: Specific Phobia
- STUDENT ARTICLE/LEADER_____

Homework due (by start of class)

☒ **Email Liz** your paper topic and class presentation topic (can be overlapping). Provide a short paragraph describing your topic(s), as well as three references (3 if topic overlap; 6 if topics differ significantly). References should be in APA format and NOT links to websites. Also indicate your top two preferred dates to present.

Oct 10: MIDTERM COLLECTION & SHORT CLASS

Short class with video footage relevant to upcoming classes.

Midterm collected in hard copy. No reading due.

Oct 17: Fall break (no class)

Oct 24: Social Anxiety Disorder, Panic Disorder, & Agoraphobia

We will focus on the "C" in CBT. Focus on how cognitive restructuring augments exposure. We will also look at social skills training.

- Rapee, R. M., & Heimberg, R. G. (1997). A cognitive-behavioral model of anxiety in social phobia. *Behaviour Research and Therapy*, 35, 741-756. doi:10.1016/S0005-7967(97)00022-3
- Rodebaugh, T. L., Holaway, R. M., & Heimberg, R. G. (2004). The treatment of social anxiety disorder. *Clinical Psychology Review*, 24, 883-908.
- Hope, D. A., Heimberg, R. G., & Turk, C. L. (2010). *Managing Social Anxiety, Therapist Guide, 2nd Edition: A Cognitive-Behavioral Therapy Approach (Treatments That Work)*. New York: Oxford University Press. Chapters 6&7

- Leahy, Holland, & McGinn (2011) *Treatment Plans and Interventions for Depression and Anxiety Disorders*. Chapter 3: Panic Disorder and Agoraphobia
- Alden, L. E., & Taylor, C. T. (2004). Interpersonal processes in social phobia. *Clinical Psychology Review*. [SKIM]
- STUDENT ARTICLE/LEADER _____

Homework

- ✓ *Modifying Automatic Thoughts (Thought record with adaptive responses; see Moodle for more)*
- ✎ Reflect on your experience modifying automatic thoughts (1 page)

October 31: Generalized Anxiety Disorder

We will be looking at GAD as an “emotional regulation disorder” and focusing on emotion-based treatments and DBT. Focus on mindfulness and acceptance-based approaches

- Forsyth & Eifert (2007) *The Mindfulness & Acceptance Workbook for Anxiety: A Guide to Breaking Free from Anxiety, Phobias & Worry Using Acceptance & Commitment Therapy*. Chapters 6, 7, 8
- Luoma, Hayes, & Walser (2007) *Learning Act: An Acceptance and Commitment Therapy Skills-Training Manual for Therapists*. Chapter 1
- Roemer, L. & Orsillo, S.M. (2002) Expanding our conceptualization and treatment for generalized anxiety disorder: integrating mindfulness/acceptance-based approaches with existing cognitive-behavioral models. *Clinical Psychology: Science and Practice*, 9, 54-68
- Borkovec, T. D (2002). Life in the Future versus Life in the Present, 76-80.
- Forsyth & Eifert (2007) *The Mindfulness & Acceptance Workbook for Anxiety: A Guide to Breaking Free from Anxiety, Phobias & Worry Using Acceptance & Commitment Therapy*. Chapters 9-13.
- Optional Blog post by Amy Straker (*Once I stopped battling anxiety, it lost its power over me*)
- STUDENT ARTICLE/LEADER _____

Homework

- ✓ *Complete the LIFE form (p. 103 of Forsyth & Eifert)*
- ✎ Reflect on completing LIFE form; compare/contrast with traditional thought record (1 page)

Nov 7: Posttraumatic stress disorder

We will consider specialized exposure treatment (prolonged exposure) for PTSD

- Leahy, Holland, & McGinn (2011) *Treatment Plans and Interventions for Depression and Anxiety Disorders*. Chapter 6: Posttraumatic stress disorder
- Schnurr, P. P., Friedman, M. J., Engel, C. C., Foa, E. B., Shea, M. T., Resick, P. A., ... Turner, C. (2007). Cognitive Behavioral Therapy for Posttraumatic Stress Disorder in Women. *Journal of the American Medical Association*, 297. STUDENT LEADER: _____
- Morris (2015) *After PTSD, More Trauma*.
- STUDENT ARTICLE/LEADER _____

Homework

- ✓ Complete values assignment (starts on p. 178 of Forsyth & Efert).
- ✎ Reflect on your experience completing values assignment (1 page)

Nov 14: Obsessive compulsive disorder

We will focus on exposure and response prevention (ERP) and also compare/contrast with ACT

- Grayson, J. (2013). ACT vs. ERP for OCD: Is it a War or a Marriage? *Behavior Therapist*, 36
 - Leahy, Holland, & McGinn (2011) *Treatment Plans and Interventions for Depression and Anxiety Disorders*. Chapter: Obsessive Compulsive Disorder
 - Najmi, S., Riemann, B.C., & Wegner, D.M. (2009). Managing unwanted intrusive thoughts in obsessive-compulsive disorder: Relative effectiveness of suppression, focused distraction, and acceptance. *Behavior Research and Therapy*, 47, 494-503. STUDENT LEADER
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- *Listen: Dark Thoughts* (if you haven't heard it before). If you have, listen to this instead: Why OCD Is 'Miserable': A Science Reporter's Obsession With Contracting HIV
 - STUDENT ARTICLE/LEADER _____

Nov 21: Special Topics: Demographic, Cultural, and Socioeconomic Factors

We will explore topics related to demographic and other contextual factors. We may schedule student presentations today as well.

- Bryant-Davis, T., Ullman, S. E., Tsong, Y., Tillman, S., & Smith, K. (2010). Struggling to survive: Sexual assault, poverty, and mental health outcomes of African American women. *American Journal of Orthopsychiatry*, 80(1), 61-70. STUDENT LEADER _____
- Lau, A. S., Fung, J., Wang, S., & Kang, S.-M. (2009). Explaining elevated social anxiety among Asian Americans: Emotional attunement and a cultural double bind. *Cultural Diversity and Ethnic Minority Psychology*, 15(1), 77-85. STUDENT LEADER _____
- Lukianoff, G., & Haidt, J. (2015). The coddling of the American mind. *The Atlantic*, (September), 1-7. (and one reaction)
- STUDENT ARTICLE/LEADER _____
- STUDENT ARTICLE/LEADER _____

Nov 28: Special Topics: Co-Morbidity

An open class to explore the co-morbidity between anxiety disorders and other conditions, such as Autism Spectrum Disorders and Substance Use Disorders. One or two student presentations will be scheduled as well.

- Moree, B. N., & Davis, T. E. (2010). Cognitive-behavioral therapy for anxiety in children diagnosed with autism spectrum disorders: Modification trends. *Research in Autism Spectrum Disorders*.
- STUDENT ARTICLE/LEADER _____
- STUDENT ARTICLE/LEADER _____

Dec 5: Student Presentations

We will schedule 4-5 student presentations today.

- Forsyth & Eifert (2007) *The Mindfulness & Acceptance Workbook for Anxiety: A Guide to Breaking Free from Anxiety, Phobias & Worry Using Acceptance & Commitment Therapy*. Chapters 14-19.

Dec 12: Student Presentations & Course wrap-up

We will schedule 4-5 student presentations today.

- Arch, J. J., & Craske, M. G. (2008). Acceptance and commitment therapy and cognitive behavioral therapy for anxiety disorders: Different treatments, similar mechanisms? *Clinical Psychology: Science and Practice*.
- Hayes, S. C. (2008). Climbing Our Hills: A Beginning Conversation on the Comparison of Acceptance and Commitment Therapy and Traditional Cognitive Behavioral Therapy. *Clinical Psychology: Science and Practice*, 15(4), 286–295.

Homework (due December 12th)

✓ Post to forum (on Moodle) with thoughts about comparisons between CBT and ACT, as well as overall take-home messages from the class.

Final papers due Friday December 22th at noon.