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)
Email: egordon1@haverford.edu
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

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.

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<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tr>
<td>100-93.00%</td>
<td>4.0/A</td>
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<tr>
<td>92.99-90.00%</td>
<td>3.7/A-</td>
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<tr>
<td>89.99-87.00%</td>
<td>3.3/B+</td>
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<tr>
<td>86.99-83.00%</td>
<td>3.0/B</td>
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<tr>
<td>79.99-77.00%</td>
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<tr>
<td>76.99-73.00%</td>
<td>2.3/C+</td>
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<tr>
<td>72.99-70.00%</td>
<td>2.0/C</td>
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<tr>
<td>69.99-67.00%</td>
<td>1.7/C-</td>
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**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/](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


**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 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


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

- For Reference (Skim): Leahy, Holland, & McGinn (2011) Treatment Plans and Interventions for Depression and Anxiety Disorders. Chapters 9 and 10
PART II TREATMENT: TREATMENT APPROACHES FOR SPECIFIC DISORDERS

Oct 3: Specific phobia
Focus on behavioral/exposure treatment; **Midterm distributed.**

- 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.

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


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

- STUDENT ARTICLE/LEADER ________________________________
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

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.

  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.

  STUDENT ARTICLE/LEADER ______________________________

Dec 5: Student Presentations
We will schedule 4-5 student presentations today.

Dec 12: Student Presentations & Course wrap-up
We will schedule 4-5 student presentations today.


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.*