

Anxiety Team 2001/2002

Rick Zinbarg

Phone: 467-2290

email: zinbarg@northwestern.edu

Class Sessions: M 3 to 5

Office: 302 Swift

Office Hours: By appointment

In anxiety team this year you will receive training on: (1) diagnosis and assessment with a population of primarily anxious outpatients; and (2) conducting individual therapy for the treatment of panic disorder and other anxiety disorders.

Your training in diagnosis and initial assessment will consist of learning how to administer the Structured Clinical Interview Interview for DSM-IV (SCID) and learning how to interpret a battery of standardized self-report questionnaires for the assessment of anxiety and depression.

Web site address: <https://courses.northwestern.edu/courses/404011682/index.html>

Treatment philosophy and overview. Anxiety team offers cognitive-behavioral therapies with demonstrated and proven effectiveness. The essence of "cognitive-behavior" therapy is an emphasis on teaching skills for coping with anxiety in the here-and-now. All of our programs begin by educating clients about the nature of anxiety and the theoretical principles underlying our treatment techniques. This is necessary as the long-term success of these techniques is dependent on a basic understanding of the processes involved in both the maintenance and reduction of anxiety. Clients are then taught specific techniques for mastering their anxiety. At the core of cognitive-behavioral techniques for anxiety are a series of exercises called "exposures" in which clients gradually face and become more comfortable with situations they used to fear and avoid.

Treatment evaluation. An objective evaluation of the effectiveness of therapy is vital for making treatment, follow-up and after-care plans. My treatment philosophy therefore includes the belief that it is necessary to evaluate the success of therapy for each and every client that we treat. Thus, in addition to learning the substance of CBT for panic and anxiety students, you will also learn about methods to evaluate treatment effectiveness using the principles of single-case designs. Students will be responsible for evaluating the effectiveness of their treatment for each of their clients using the principles of single-case designs.

Supervision Method: In the Fall, we will meet weekly for two hours of didactic training. I will assign required readings for each topic that will serve as a basis for discussion. Each student should write at least one discussion question based on the readings in preparation for each weekly meeting and then post the question on the class web site (by 5 pm on the day before the discussion). In the Fall, you are also invited to attend the two hour weekly group supervision with the advanced anxiety team students. In the Winter, Spring and Summer, we will meet weekly for three hours of group supervision. Additional individual supervision will be arranged upon your request or at my suggestion.

Case load: The minimum case load students will be expected to carry (providing we have enough patients) will consist of one initial or post-treatment diagnostic interview every two weeks and two treatment cases.

Practicum student evaluations: see Practicum Student Performance Evaluation Form that I will fill out each quarter.

Required books:

- Judith S. Beck. (1995). Cognitive Therapy: Basics and Beyond. New York: Guilford.
- Michelle G. Craske & David H. Barlow. (2000). Mastery of Your Anxiety and Panic – Third Edition (MAP-3): Client Workbook. The Psychological Corporation. (800-211-8378; Fax: 800-232-1223; www.PsychCorp.com/).
- Michelle G. Craske, David H. Barlow & Elizabeth A. Meadows. (2000). Mastery of Your Anxiety and Panic – Third Edition (MAP-3): Therapist Guide. The Psychological Corporation (800-211-8378; Fax: 800-232-1223; www.PsychCorp.com/).

Highly recommended books:

- ♣ Miller, W. & Rollnick, S. (1991). Motivational Interviewing: Preparing people to change addictive behavior. New York, Guilford. (available at Amazon.com for \$23)
- ♣ Wachtel, P. (1993). Therapeutic Communication: Principles and effective practice. New York: Guilford. (available at Amazon.com for \$22)
- *Greenberger, D. & Padesky, C. A. (1995). Mind over Mood. New York: Guilford (available at Amazon.com for \$14.70 new, \$7.50 used)
- *Padesky, C. A. & Greenberger, D. (1995). Clinician's Guide to Mind over Mood. New York: Guilford (available at Amazon.com for \$22)

Recommended books:

- *Barlow, D. & Hersen, M. (1984). Single Case Experimental Designs: Strategies for Studying Behavior Change. New York, Pergamon. (available at Amazon.com for \$59)
- *Foa, E. B. & Wilson, R. (2001). Stop Obsessing: How to Overcome Your Obsessions and Compulsions. New York: Bantam Books. (available at Amazon.com for \$11.16, 1991 edition is \$10.36)
- *Foa, E. B. & Kozak, M. J. (1999). Mastery of Obsessive-Compulsive Disorder: A Cognitive-Behavioral Approach: Client Workbook. The Psychological Corporation (800-211-8378; Fax: 800-232-1223; www.PsychCorp.com/). (also available at Amazon.com for \$42).
- *Kozak, M. J. & Foa, E. B. (1999). Mastery of Obsessive-Compulsive Disorder: A Cognitive-Behavioral Approach: Therapist Guide. The Psychological Corporation (800-211-8378; Fax: 800-232-1223; www.PsychCorp.com/).
- *Resick, P. & Schnicke, M. (1993). Cognitive processing therapy for Rape Victims: A Treatment Manual. Sage Publications. ((available at Amazon.com for \$31.95)
- *Craske, M. G., Antony, M. M. & Barlow, D. H. (1997). Mastery of Your Specific Phobia: Therapist Guide. The Psychological Corporation (800-211-8378; Fax: 800-232-1223; www.PsychCorp.com/). (also available at Amazon.com for \$39)
- *Antony, M. M., Craske, M. G. & Barlow, D. H. (1995). Mastery of Your Specific Phobia: Client Workbook. The Psychological Corporation (800-211-8378; Fax: 800-232-1223; www.PsychCorp.com/). (also available at Amazon.com for \$44)
- *Carmin, C., Pollard, C. A., Flynn, T. & Markway, B. G. (1992). Dying of Embarrassment: Help for Social Anxiety & Phobia. Oakland, CA: New Harbinger. (Amazon.com for \$11.16)
- *Hope, D., Heimberg, R., Juster, H. & Turk, C. L. (2000). Managing Social Anxiety: A Cognitive-Behavioral Approach. The Psychological Corporation (800-211-8378; Fax: 800-232-1223; www.PsychCorp.com/). (also available at Amazon.com for \$30).
- *Otto, M. W. , Jones, J. C., Craske, M. G. & Barlow, D. H. (2000). Stopping Anxiety Medication: Panic Control Therapy for Benzodiazepine Discontinuation (PCT-BD): Therapist Guide. The Psychological Corporation (800-211-8378; Fax: 800-232-1223; www.PsychCorp.com/). (also available at Amazon.com for \$35).

*Otto, M. W. , Jones, J. C., Craske, M. G. & Barlow, D. H. (2000). Stopping Anxiety Medication: Panic Control Therapy for Benzodiazepine Discontinuation (PCT-BD): Patient Workbook. The Psychological Corporation (800-211-8378; Fax: 800-232-1223; www.PsychCorp.com/). (also available at Amazon.com for \$35).

*=I own a copy that you are welcome to borrow if no one else is already borrowing it.

♣=selected chapters are on electronic reserve

| <u>Date</u> | <u>Discussion Topic for Group Supervision</u> |
|-------------|---|
| 9/24/01 | Introduction & Overview |
| 10/1/01 | The scientist-practitioner: Drawing valid inferences from case studies Components of anxiety The development and maintenance of anxiety and panic Pre-treatment "baseline" assessment: Constructing a Fear and Avoidance Hierarchy (FAH) |
| 10/8/01 | "Opening game" strategies: The first session or two |
| 10/15/01 | Identifying automatic thoughts: Hot cognitions |
| 10/22/01 | Modifying the physiological component of anxiety: Relaxation training, Voluntary hyperventilation and breathing retraining Homework (aka self-help practice) |
| 10/29/01 | Restructuring cognitions: The Socratic Method & Hypothesis Testing |
| 11/5/01 | Exposure Therapy Core beliefs and the Meaning of Courage |
| 11/12/01 | Working with ambivalence. I: Enhancing motivation to change |
| 11/19/01 | Working with ambivalence II: More on enhancing motivation to change |
| 11/26/01 | Termination |

Readings and assignment for 10/1/01:

*Spitzer, R., Williams, J., Gibbon, M. & First, M. (1992). The Structured Clinical Interview for DSM-III-R (SCID): I. History, rationale, and description. Archives of General Psychiatry, 49, 624-629.

DSM-IV pp. 1-35;

SCID Users Guide (pp. 5-53, 61-69)

*Zinbarg, R. et al. (1992). Cognitive-behavioral approaches to the nature and treatment of anxiety disorders. Annual Review of Psychology, 43, 235-267.

*Zinbarg, R. (1998). Concordance and synchrony in measures of anxiety and panic reconsidered: A hierarchical model of anxiety and panic. Behavior Therapy, 29, 301-323.

*Kazdin, A. (1981). Drawing valid inferences from case studies. Journal of Consulting and Clinical Psychology, 49, 183-192.

Barlow, D. & Hersen, M. (1984). Single Case Experimental Designs: Strategies for Studying Behavior Change (Ch. 3, pp. 67 - 106; Ch. 7, pp. 209 - 251). New York, Pergamon.

Recommended

*Gerzon, R. (1997). Finding Serenity in the Age of Anxiety (Ch. 1 - 3, pp. 3-59). New York: Macmillan.

*Frances, A.J. et al. (1991). An A to Z guide to DSM-IV conundrums. Journal of Abnormal Psychology, 100, 407-412.

Spiegel, D.A., et al (1994). Does cognitive behavior therapy assist slow-taper alprazolam discontinuation in panic disorder? American Journal of Psychiatry, 151, 876-881.

*Widiger, T.A., et al. (1991). Toward an empirical classification for the DSM-IV. Journal of Abnormal Psychology, 100, 280-288.

Wade, Wendy A; Treat, Teresa A; Stuart, Gregory L. (1998). Transporting an empirically supported treatment for panic disorder to a service clinic setting: A benchmarking strategy. Journal of Consulting & Clinical Psychology, 66(2), 231-239.

Stuart, Gregory L; Treat, Teresa A; Wade, Wendy A. (2000). Effectiveness of an empirically based treatment for panic disorder delivered in a service clinic setting: 1-year follow-up. Journal of Consulting & Clinical Psychology, 68(3), 506-512.

*Smith, Mary L; Glass, Gene V. (1977). Meta-analysis of psychotherapy outcome studies. American Psychologist, 32(9), 752-760.

*=available electronically on electronic reserve or as a link on the course website

Readings and assignment for 10/8/01

DSM-IV (pp. 317-391, 393-444)

*Wachtel, P. (1993). *Therapeutic Communication: Principles and effective practice* (Ch. 1, pp. 1 – 15, “The talking cure”). New York: Guilford.

Beck, J. S. (1995). *Cognitive therapy: Basics and beyond* (Ch. 3, 4 & 5, pp. 25 - 74). New York: Guilford.

Miller, W. & Rollnick, S. (1991). *Motivational Interviewing* (Ch. 1, pp. 3-5, “The atmosphere of change”; Ch. 2, pp. 14-29, “What motivates people to change?”). New York, Guilford.

MAP Ch. 1 & 2
& Therapist Guide Ch. 1 - 6

Recommended

Padesky, C. A. & Greenberger, D. (1995). *Clinician’s guide to mind over mood* (Ch. 3, pp. 58-68). New York: Guilford

*=available electronically on electronic reserve or as a link on the course website

Readings and assignment for 10/15/01

- *McConaughy, DiClemente, Prochaska & Velicer (1989). Stages of change in psychotherapy: A follow-up report. Psychotherapy, 26, 494-503.
- *Prochaska, J. (1991). Prescribing to the stage and level of phobic patients. Psychotherapy, 28, 463-468.

Beck, J. S. (1995). Cognitive therapy: Basics and beyond (Ch. 6, pp. 75 - 93). New York: Guilford.

Safran, J.D., & Greenberg, L.S. (1982). Eliciting "hot cognitions" in cognitive behavior therapy: Rationale and procedural guidelines. Canadian Psychology, 99, 83 - 87.

*Wachtel, P. (1993). Therapeutic Communication: Principles and effective practice (Ch. 5, pp. 68 – 86, "Accusatory and facilitative comments: Criticism and permission in the therapeutic dialogue"). New York: Guilford.

MAP Ch. 3 & 4
& Therapist Guide Ch. 7 & 8

For untrained SCIDers, watch video of roleplayed SCID; score along and come to class prepared to discuss your diagnoses

Recommended

*Zinbarg, R. E., & Barlow, D. H. (1996). The structure of anxiety and the anxiety disorders: A hierarchical model. Journal of Abnormal Psychology, 105, 181 - 193.

Zinbarg, R. E., Barlow, D. H. & Brown, T. A. (1997). The Hierarchical Structure and General Factor Saturation of the Anxiety Sensitivity Index: Evidence and Implications. Psychological Assessment.

McConaughy, DiClemente, Prochaska & Velicer (1983). Stages of change in psychotherapy: Measurement and sample profiles. Psychotherapy: Theory, Research and Practice, 20, 368-375.

*=available electronically on electronic reserve or as a link on the course website

Readings and assignment for 10/22/01

Beck, J. S. (1995). Cognitive therapy: Basics and beyond (Ch. 7, pp. 94 – 104 & Ch. 14, pp. 248-268). New York: Guilford.

Wachtel, P. (1993). Therapeutic Communication: Principles and effective practice (Ch. 6 & 7, pp. 87 – 134, “Exploration, Not Interrogation” and “Building on Patient’s Strengths”). New York: Guilford.

MAP pp. Ch. 5, 6 & 7
& Therapist Guide Ch. 9 - 11

Watch video of me introducing progressive muscle relaxation and try it with a friend/colleague/significant other. Note that handouts for progressive muscle relaxation are available in the Course Documents section of the class web site.

For untrained SCIDers, watch first video of actual SCID (MH); make your diagnoses (independently) and turn in your diagnoses to Rick by 9 am on 10/22/01 for matching procedure SCID MH – Meredith Chivers with MH- (1.75 hours)

*=available electronically on electronic reserve or as a link on the course website

Readings and assignment for 10/29/01

MAP pp. Ch. 8 & Ch. 9 (pp. 111 – 117)
& Therapist Guide Ch. 12

Beck, J. S. (1995). *Cognitive therapy: Basics and beyond* (Ch. 8, 9 & 10, pp. 105 - 165). New York: Guilford.

*Burns, D. (1990). *The Feeling Good Handbook* (pp. 226-229, 254-257 & 283-285). New York: Plume.

For untrained SCIDers, watch the second SCID training tape
SCID # 62, 10/18/95, REZ with JC

code along in a SCID scoresheet, make your diagnoses (independently) and turn in your diagnoses to Rick by 9 am on 10/22/01.

code along in a SCID scoresheet, make your diagnoses (independently) and turn in your diagnoses to Rick by 5 pm on 10/26/01.

Recommended

Wachtel, P. (1993). *Therapeutic Communication: Principles and effective practice* (Ch. 8 & 9, pp. 135 – 184, “Affirmation and Change” and “Attribution and Suggestion”). New York: Guilford.

*=available electronically on electronic reserve or as a link on the course website

Readings and assignment for 11/5/01

*Foa, E.B., & Kozak, M.S. (1986). Emotional processing of fear: Exposure to corrective information. Psychological Bulletin, 99, 20 - 35.

Beck, J. S. (1995). Cognitive therapy: Basics and beyond (Ch. 11 & 12, pp. 166 - 228). New York: Guilford.

MAP Ch. 9 (pp. 117 – 128), 10, & 12
& Therapist Guide Ch. 13, 14, 16, 19 - 26

For untrained SCIDers, watch third SCID training tape
-SCID #64 - Leslie Dana with TR- (1.25 hours); make your diagnoses (independently) and turn in your diagnoses to Rick by 9 am on 11/5/01 for matching procedure; * note: SCID #72 is also on the original version of this tape, you do NOT need to watch it for this week

Recommended

Wachtel, P. (1993). Therapeutic Communication: Principles and effective practice (Ch. 10, pp. 185 – 205, “Reframing, relabeling and paradox”). New York: Guilford.

Padesky, C. A. & Greenberger, D. (1995). Clinician’s guide to mind over mood (Ch. 7, pp. 121-164). New York: Guilford

*=available electronically on electronic reserve or as a link on the course website

Readings and assignment for 11/12/01

*Newman, C. (1994). Understanding client resistance: Methods for enhancing motivation to change. Cognitive & Behavioral Practice, 1, 47 - 69.

*Miller, W. & Rollnick, S. (1991). Motivational Interviewing (Ch. 4: pp. 36-47, "Ambivalence: The dilemma of change"; Ch. 5: pp. 51-63, "Principles of motivational interviewing"; Ch. 8: pp. 100 – 112, "Dealing with resistance").

MAP Ch. 11
& Therapist Guide Ch. 15

For untrained SCIDers, as necessary, watch the fourth, fifth and sixth SCID training tapes
SCID #104 - Kate Harkness with HM- (1.25 hours)

SCID#135 - Burt Sorkey with JD - (90 min)
code along in a SCID scoresheet, make your diagnoses (independently) and turn in your diagnoses on a SCID coding sheet to Rick by 5 pm on 11/3/99.

SCID# 65 - 10/25/95, REZ with KM (about 2.5 hours) *note her disposition session is also on the original version of this tape - please do NOT watch the disposition session this week

For trained SCIDers, practice administering a SCID on your own and administer a role-played SCID

Recommended

Wachtel, P. (1993). Therapeutic Communication: Principles and effective practice (Ch. 11, pp. 206 – 234, "Therapist self-disclosure: Prospects and pitfalls"). New York: Guilford.

Padesky, C. A. & Greenberger, D. (1995). Clinician's guide to mind over mood (Ch. 7, pp. 121-164). New York: Guilford

*=available electronically on electronic reserve or as a link on the course website

Readings and assignment for 11/19/01

Beck, J. S. (1995). Cognitive therapy: Basics and beyond (Ch. 13, pp. 229 - 247). New York: Guilford.

Miller, W. & Rollnick, S. (1991). Motivational Interviewing (Ch. 9: pp. 113-124, Phase II: Strengthening Commitment to Change; Ch. 10: pp. 125-138, Typical and Difficult Situations). New York, Guilford.

MAP Ch. 13
& Therapist Guide Ch. 17

For trained SCIDers, if you have not already done so, practice administering a SCID on your own and administer a role-played SCID

*=available electronically on electronic reserve or as a link on the course website

Readings and assignment for 11/26/01

Beck, J. S. (1995). *Cognitive therapy: Basics and beyond* (Ch. 15, pp. 269 - 283). New York: Guilford.

*Öst, L-G. (1989). A maintenance program for behavioral treatment of anxiety disorders. *Behaviour Research & Therapy*, 27, 123-130.

MAP Ch. 14
& Therapist Guide Ch. 18

*=available electronically on electronic reserve or as a link on the course website