

University of Wyoming
PSYCHOLOGY 5550: NATURE AND TREATMENT OF PATHOLOGICAL ANXIETY
Fall 2010
BS 310; Tuesdays 1:10 – 4:00

Instructor

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Office Hours

TR 9:30-11:00
or by appointment

Course description and goals

This is an advanced course that will focus on the nature, development, maintenance, and treatment of anxiety disorders. The course content focuses largely on adult anxiety disorders (although developmental perspectives will be addressed), but students are welcome to address issues related to child disorders for their study proposal and article presentations. The course also adopts a largely transdiagnostic perspective; accordingly, topics cover factors relevant to most if not all forms of pathological anxiety (etiological and maintenance processes, exposure procedures) as opposed to covering the unique characteristics of each DSM anxiety disorder. Lastly, the course emphasizes a cognitive-behavioral perspective (broadly defined) and is not intended to provide a representative sample of all popular theories and treatments for pathological anxiety. The readings and class meetings are designed to help you prepare for two complementary, and ideally inseparable, professional roles: clinical practice and empirical research. Practicing clinicians need to accurately assess and effectively treat various kinds of pathological anxiety, and also think critically about factors involved in the development and maintenance of anxiety disorders. Clinical scientists also need a sophisticated appreciation of the phenomenology of pathological anxiety. In both roles, you will need to understand basic theoretical and methodological issues that influence the validity of the evidence pertaining to anxiety disorder phenomenology.

Course Format: We will break each class period into 2 parts separated by a 10 minute break. I will usually begin each period by presenting material related to the topic/s covered that week. The majority of each class period, however, will involve class discussion guided by the weekly assigned readings.

Readings: Each week you will be asked to read a number of articles and/or book chapters. This is a reading-intensive course, and the readings will serve as the basis for class discussions and possibly for your study proposal (see below). It is expected that you will have read each assigned article prior to class.

Class participation and attendance: You will be asked to critically discuss each assigned reading. You may also be asked to engage in role-playing and other experiential exercises throughout the semester in which you will practice skills used in psychotherapy.

Article presentations: Each student will, on three occasions during the semester, select an article to present and discuss with the class. The article must be an empirical study published in a peer-reviewed journal and must cover the same general topic as the required readings. The student must

distribute copies of the article to Dr. Deacon and the other students no later than Wednesday of the week prior to the class when the article will be presented. Other students are expected to have read the article and to come to class prepared to critically discuss it. The student presenting the article will provide a relatively brief (approximately 5-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.

Study proposal: You will construct a proposal for an empirical study on a topic of your choice relevant to the nature and treatment of anxiety disorders. The goal is for you to design a study that would not only make a unique contribution to the literature by addressing an important and timely topic, but to also to lay the groundwork for a study that could potentially be conducted during your time as a graduate student at the University of Wyoming. The study proposal should include the following elements: (a) title page, (b) introduction, including hypotheses (6-page maximum), (c) proposed methods (6-page maximum), and (d) planned analyses, including tests of each hypothesis (2-page maximum). The proposal should be written in APA style. It is due by 5:00 PM on Monday, December 6th.

Presentation of study proposal: The class on November 30th will be devoted to student presentations of study proposals. Using PowerPoint, you will give an approximate 30-minute presentation of your study proposal to the class. It is expected that each presentation will be followed by a period of discussion with me and your classmates.

Grading: There are no exams in this course. Your grade will be based on your attendance and participation (20 points), article presentations (20 points), study proposal paper (40 points), and study proposal presentation (20 points). The cutoffs for letter grades are:

<u>%</u>	<u>Grade</u>	<u>Total points</u>
90	A	90-100
80	B	80-89
70	C	70-79
60	D	60-69
<60	F	≤59

Note that all graded assignments occur late in this course. As a result, you may not have a good sense of your standing in this class until the end of the semester. If I have any concerns about your performance in this course, I will do my best to address them with you as they arise so you don't get taken by surprise later on.

What you can expect from me

A syllabus is an agreement between teacher and student, so it's fair to spell out what you can expect from me. You can expect me to be open and available to your questions and concerns. I want you to succeed in this course so please don't hesitate to contact me if you ever have questions about course requirements, course material, or your progress in the course. I intend to honor class sessions and meeting times, including office hours. You can expect me to inform you in a timely way of any changes to the syllabus. We will arrange any adjustments or cancellations in advance, with as much prior notice as possible. I usually respond quickly to e-mail, and this is often the best way to reach me and receive timely responses to your questions or concerns. If there is an emergency or other urgent situation, you may contact me at home at 761-2588.

Academic dishonesty

All students are expected to conduct themselves with integrity and to engage in original work. Further, the misrepresentation of others' work as one's own is a serious offense and will not be tolerated. As outlined in University Regulation 802, Revision 2, plagiarism, cheating, and other acts of dishonesty will be grounds for failure on the particular assignment, an F grade for the course, and/or expulsion from the University.

Last but not least...

This syllabus is tentative and is subject to change. Any changes will be announced on multiple occasions and as far ahead of time as possible. It is your responsibility to come to class so you are aware of any changes that occur.

TENTATIVE COURSE SCHEDULE

Date	Topic
August 24 (Week 1)	Course introduction
August 31 (Week 2)	<p>Nature of pathological anxiety</p> <p>Barlow, D. H. (2002). The experience of anxiety: Shadow of intelligence of specter of death? In D. H. Barlow (Ed.), <i>Anxiety and its disorders: The nature and treatment of anxiety and panic</i> (2nd ed.) (pp. 1-36). New York: Guilford Press.</p> <p>Brown, T. A., & Barlow, D. H. (2002). Classification of anxiety and mood disorders. In D. H. Barlow (Ed.), <i>Anxiety and its disorders: The nature and treatment of anxiety and panic</i> (2nd ed.) (pp. 292-327). New York: Guilford Press.</p> <p>Craske, M. G., et al. (2009). What is an anxiety disorder? <i>Depression and Anxiety</i>, 26, 1066-1085.</p> <p>Abramowitz, J. S., Deacon, B. J., & Whiteside, S. P. (in press). <i>Exposure therapy for anxiety: Principles and practice</i>. New York: Guilford Press. Chapter 1: Exposure therapy for anxiety: Overview and history.</p>
September 7 (Week 3)	<p>Origins of pathological anxiety</p> <p>Poulton, R., & Menzies, R. G. (2002). Non-associative fear acquisition: A review of the evidence from retrospective and longitudinal research. <i>Behaviour Research and Therapy</i>, 40, 127-149.</p> <p>Mineka, S., & Zinbarg, R. (2006). A contemporary learning theory perspective on the etiology of anxiety disorders: It's not what you thought it was. <i>American Psychologist</i>, 61, 10-26.</p> <p>Taylor, S., & Jang, K. L. (in press). Biopsychosocial etiology of obsessions and compulsions: An integrated behavioral-genetic and cognitive-behavioral analysis. <i>Journal of Abnormal Psychology</i>.</p> <p>STUDENT ARTICLE</p>
September 14 (Week 4)	<p>Information processing in pathological anxiety</p> <p>Ouimet, A. J., Gawronski, B., & Dozois, D. J. A. (2009). Cognitive vulnerability to anxiety: A review and an integrative model. <i>Clinical Psychology Review</i>, 29, 459-470.</p> <p>Wilson, E. J., MacLeod, C., Mathews, A., & Rutherford, E. M. (2006). The causal role of interpretive bias in anxiety reactivity. <i>Journal of Abnormal Psychology</i>, 115, 103-111.</p> <p>Radomsky, A. S., & Rachman, S. (1999). Memory bias on obsessive-compulsive disorder (OCD). <i>Behaviour Research and Therapy</i>, 37, 605-618.</p> <p>Schmidt, N. B., Richey, J. A., Buckner, J. D., & Timpano, K. R. (2009). Attention training for generalized social anxiety disorder. <i>Journal of Abnormal Psychology</i>, 118, 5-14.</p> <p>STUDENT ARTICLE</p>
September 21 (Week 5)	<p>Behavior in pathological anxiety</p> <p>Salkovskis, P. M. (1991). The importance of behaviour in the maintenance of anxiety and panic: A cognitive account. <i>Behavioural Psychotherapy</i>, 19, 6-19.</p>

	<p>Borcovec, T. D., Alcaine, O. M., & Behar, E. (2004). Avoidance theory of worry and generalized anxiety disorder. In R. H. Heimberg, C. L. Turk, & D. S. Mennin (Eds.), <i>Generalized Anxiety Disorder: Advances in Research and Practice</i> (pp. 77-108). New York: Guilford Press.</p> <p>Radomsky, A. S., & Alcolado, G. M. (2010). Don't even think about checking: Mental checking causes memory distrust. <i>Journal of Behavior Therapy and Experimental Psychiatry</i>, 41, 345-351.</p> <p>Helbig-Lang, S., & Petermann, F. (2010). Tolerate or eliminate: A systematic review of the effects of safety behavior across anxiety disorders. <i>Clinical Psychology: Science and Practice</i>, 17, 218-233.</p> <p>STUDENT ARTICLE</p>
September 28 (Week 6)	<p>Theoretical models of pathological anxiety</p> <p>Rosenberg, D. R., Russell, A., & Fougere, A. (2005). Neuropsychiatric models of OCD. In J. S. Abramowitz & A. C. Houts (Eds), <i>Concepts and controversies in obsessive-compulsive disorder</i> (pp. 209-228). New York: Springer.</p> <p>Shafran, R. (2005). Cognitive-behavioral models of OCD. In J. S. Abramowitz & A. C. Houts (Eds), <i>Concepts and controversies in obsessive-compulsive disorder</i> (pp. 229-252). New York: Springer.</p> <p>Rosenberg, D. R., Russell, A., & Fougere, A. (2005). Reply to Shafran. Biological and cognitive models of OCD: Seeking similarities and achieving progress together. In J. S. Abramowitz & A. C. Houts (Eds), <i>Concepts and controversies in obsessive-compulsive disorder</i> (pp. 253-254). New York: Springer.</p> <p>Shafran, R. (2005). Reply to Rosenberg et al: Biological vs. psychological approaches to OCD: War or peace? In J. S. Abramowitz & A. C. Houts (Eds), <i>Concepts and controversies in obsessive-compulsive disorder</i> (pp. 255-260). New York: Springer.</p> <p>Forsyth, J. P., Barrios, V., & Acheson, D. T. (2007). Exposure therapy and cognitive interventions for the anxiety disorders: Overview and newer third-generation perspectives. In Richard, D. C., S., & Lauterbach, D. (Eds), <i>Comprehensive handbook of the exposure therapies</i> (pp. 61-108). New York: Academic Press.</p>
October 5 (Week 7)	<p>Mechanisms in the treatment of pathological anxiety</p> <p>Foa, E. B., Huppert, J. D., & Cahill, S. P. (2006). Emotional processing theory: An update. In B. Rothbaum (Ed.), <i>Pathological Anxiety: Emotional processing in etiology and treatment</i> (pp. 3-24). New York: Guilford Press.</p> <p>Craske, M. G., Kircanski, K., Zeilkowsky, M., Mystkowski, J., Chowdhury, N., & Baker. A. (2008). Optimizing inhibitory learning during exposure therapy. <i>Behaviour Research and Therapy</i>, 46, 5-27.</p> <p>Bouton, M. E. (2002). Context, ambiguity, and unlearning: Sources of relapse after behavioral extinction. <i>Biological Psychiatry</i>, 52, 976-986.</p> <p>Parrish, C. L., Radomsky, A. S., & Dugas, M. J. (2008). Anxiety-control strategies: Is there room for neutralization in successful exposure treatment? <i>Clinical Psychology Review</i>, 28, 1400-1412.</p> <p>STUDENT ARTICLE</p>

<p>October 12 (Week 8)</p>	<p>Treatment of pathological anxiety: Efficacy and effectiveness Stewart, R. E., & Chambless, D. L. (2009). Cognitive-behavioral therapy for adult anxiety disorders in clinical practice: A meta-analysis of effectiveness studies. <i>Journal of Consulting and Clinical Psychology, 77</i>, 595-606. Ost, L.-G. (2008). Cognitive-behavior therapy for anxiety disorders: 40 years of progress. <i>Nordic Journal of Psychiatry, 62</i>, 5-10. Foa, E. B., Franklin, M. E., & Moser, J. (2002). Context in the clinic: How well do cognitive-behavioral therapies and medications work in combination? <i>Biological Psychiatry, 52</i>, 987-997. Norberg, M. M., Krystal, J. H., & Tolin, D. F. (2008). A meta-analysis of D-cycloserine and the facilitation of fear extinction and exposure therapy. <i>Biological Psychiatry, 63</i>, 1118-1126. STUDENT ARTICLE</p>
<p>October 19 (Week 9)</p>	<p>Functional assessment and treatment planning Abramowitz, J. S., Deacon, B. J., & Whiteside, S. P. (in press). <i>Exposure therapy for anxiety: Principles and practice</i>. New York: Guilford Press. Chapter 4: Treatment planning I: Functional assessment; Chapter 5: Treatment planning II: Hierarchy development and treatment engagement. Butler, G., Fennell, M., & Hackmann, A. (2008). <i>Cognitive-behavioral therapy for anxiety disorders: Mastering clinical challenges</i>. New York: Guilford Press. Chapter 2: Assessment: Investigating appraisals in depth (pp. 29-47); Chapter 3: Case formulation: Making sense of complexity (pp. 48-70).</p>
<p>October 26 (Week 10)</p>	<p>NO CLASS – Dr. Deacon out of town</p>
<p>November 2 (Week 11)</p>	<p>Psychoeducation and cognitive interventions Taylor, S. (2000). <i>Understanding and treating panic disorder: Cognitive-behavioural approaches</i>. New York: Wiley. Chapter 12 (pp. 308-338). Antony, M. M., & Swinson, R. P. (2000). <i>Phobic disorders and panic in adults: A guide to assessment and treatment</i>. Washington, DC, US: American Psychological Association. Chapter 7: Cognitive strategies (pp. 239-264). Butler, G., Fennell, M., & Hackmann, A. (2008). <i>Cognitive-behavioral therapy for anxiety disorders: Mastering clinical challenges</i>. New York: Guilford Press. Chapter 4: Decentering from thoughts: Achieving objectivity (pp. 71-84); Chapter 5: Bringing about lasting change at the deepest level (pp. 87-105). STUDENT ARTICLE</p>
<p>November 9 (Week 12)</p>	<p>Exposure therapy I Antony, M. M., & Swinson, R. P. (2000). <i>Phobic disorders and panic in adults: A guide to assessment and treatment</i>. Washington, DC, US: American Psychological Association. Chapter 6: Exposure-based strategies and social skills training (pp. 191-229). Abramowitz, J. S., Deacon, B. J., & Whiteside, S. P. (in press). <i>Exposure therapy for anxiety: Principles and</i></p>

	<p><i>practice</i>. New York: Guilford Press. Chapter 6: Implementing exposure therapy: An overview.</p> <p>Butler, G., Fennell, M., & Hackmann, A. (2008). <i>Cognitive-behavioral therapy for anxiety disorders: Mastering clinical challenges</i>. New York: Guilford Press. Chapter 6: The role of behavioral experiments (pp. 106-130).</p> <p>STUDENT ARTICLE</p>
November 16 (Week 13)	<p>Exposure therapy II</p> <p>Abramowitz, J. S., Deacon, B. J., & Whiteside, S. P. (in press). <i>Exposure therapy for anxiety: Principles and practice</i>. New York: Guilford Press. Chapter 9: Social concerns; Chapter 12: Contamination; Chapter 14: Blood, injection, and injury-related stimuli; Chapter 15: Incompleteness, asymmetry, and "not just right" feelings.</p> <p>STUDENT ARTICLE</p>
November 23 (Week 14)	<p>Exposure therapy III</p> <p>Abramowitz, J. S., Deacon, B. J., & Whiteside, S. P. (in press). <i>Exposure therapy for anxiety: Principles and practice</i>. New York: Guilford Press. Chapter 10: Unwanted intrusive thoughts; Chapter 11: Bodily cues and health concerns; Chapter 13: The aftermath of trauma.</p> <p>STUDENT ARTICLE</p>
November 30 (Week 15)	<p>Study proposal presentations</p>
Finals week	<p>Study proposal due Monday 12/6 by 5:00 PM</p>