Course: PSGA 6380
Seminar in Anxiety Disorders

Course Meeting: R 11:30-1:20

Professor: Dean McKay, Ph.D., ABPP
Office: DE 422 (X4498)
mckay@fordham.edu
by appointment

Objectives: This seminar is intended to provide in-depth coverage of current issues in the conceptualization and treatment of anxiety disorders. Recent research has emphasized cognitive-emotional and neurobiological components of anxiety, and these areas will be examined critically as they relate to the conceptualization and treatment of each anxiety disorder enumerated in the DSM. This semester we consider these models at a critical historical juncture in light of the significant and sweeping changes in the DSM-5 as it relates to anxiety. Accordingly, we will critically examine the utility of major models of anxiety, both generally and for specific disorders, and the empirically supported interventions for each. As part of this, we will cover anxiety disorders across the life-span, including treatment approaches for children and adults. It is expected that at the end of this course student will be able to:

a. Differentially diagnose the entire range of anxiety disorders listed in DSM-5.
b. Critically understand the major psychological models of different anxiety disorders.
c. Have the requisite academic knowledge to develop a treatment plan for different anxiety disorders, across ages.

Evaluation:
1. We will have a ‘journal club’ that corresponds to each topic for the date. Students will be assigned to a date in the course, identify a current article for the topic, send it around to the rest of the class (including the instructor), and discuss it at the beginning of that day’s course meeting. Aside from the first possible date, articles should be sent around at least two days ahead of the day of the class meeting. You are free to rely on any journal publication source. Aside from the marquee psychology journals, a few recommended sources include: Depression & Anxiety, Behaviour Research and Therapy, Journal of Anxiety Disorders, and Behavior Therapy. A one page summary of this material will be required by the next class meeting for that topic from the presenters. This will count for 40% of the course grade.

2. In similar format to the journal club, each student will select a topic from the list and summarize two related empirical studies that have appeared in the past two years. Following this, a paragraph discussing potential next steps in research on that topic should be covered. The total length of this paper should not exceed 6 pages. This will account for 40% of the grade.

3. The remaining 20% of the course grade will be derived from class participation.

Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic &amp; Readings</th>
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<tbody>
<tr>
<td>9/3</td>
<td>Fundamentals of anxiety and corrective processes</td>
</tr>
<tr>
<td>9/10*</td>
<td>Specific Phobia – Conceptualization &amp; Treatment</td>
</tr>
<tr>
<td>9/17</td>
<td>Panic disorder</td>
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606. (there is the most detail regarding panic in this paper)

9/24 **Generalized Anxiety Disorder**

10/1 **Social Anxiety Disorder (Caroline)**

10/8 **Obsessive-Compulsive and Related Disorders (Lauren)**

10/15* **Obsessive-Compulsive Related Disorders - continued**

10/22 **Childhood Anxiety Disorders – Anxious Temperament**

10/29 **Separation Anxiety (Lauren)**

11/5 **Selective Mutism**

11/12 **No class – ABCT Conference in Chicago**

11/19 **Childhood OCD**

11/26 **No Class - Thanksgiving**
<table>
<thead>
<tr>
<th>12/3</th>
<th>Transdiagnostic Models-RDoC and Other Approaches (Caroline)</th>
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<tbody>
<tr>
<td>12/10</td>
<td>Moderators of Treatment – Is There a State of The Art?</td>
</tr>
<tr>
<td>12/17</td>
<td>Catch-up and wrap-up</td>
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* indicates class will need to be rescheduled due to travel for conference presentations