

Course: PSGA 6380
Seminar in Anxiety Disorders

Course Meeting: R 11:30-1:20

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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

Week	Topic & Readings
9/3	<i>Fundamentals of anxiety and corrective processes</i> Foa, E.B., & Kozak, M.J. (1986). Emotional processing of fear: Exposure to corrective information. <i>Psychological Bulletin</i> , 99, 20-35.
9/10*	<i>Specific Phobia – Conceptualization & Treatment</i> Oaten, M., Stevenson, R.J., & Case, T.I. (2009). Disgust as a disease-avoidance mechanism. <i>Psychological Bulletin</i> , 135, 303-321. Wolitzky-Taylor, K., Horowitz, J.D., Powers, M.B., & Telch, M.J. (2008). Psychological approaches in the treatment of phobias: A meta-analysis. <i>Clinical Psychology Review</i> , 28, 1021-1037.
9/17	<i>Panic disorder</i> Clark, D.M. (1986). A cognitive approach to panic. <i>Behaviour Research and Therapy</i> , 24, 461-470. 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</i> , 77, 595-

	606. (there is the most detail regarding panic in this paper) Olatunji & Wolitzky-Taylor (2009) Psychological Bulletin paper
9/24	<i>Generalized Anxiety Disorder</i> Schmidt, N.B., Ricciardi, C.J., Richey, J.A., & Timpano, K.R. (2009). Classification of worry and associated psychopathology. In D. McKay, J.S. Abramowitz, S. Taylor, & G.J.G. Asmundson (Eds.), <i>Current perspectives on the anxiety disorders: Implications for DSM-V and beyond</i> (pp. 353-376). New York: Springer. Borkovec, T.D., Newman, M.G., Pincus, A.L., & Lytle, R. (2002). A component analysis of cognitive-behavioral treatment for generalized anxiety disorder and the role of interpersonal problems. <i>Journal of Consulting and Clinical Psychology, 70</i> , 288-298.
10/1	<i>Social Anxiety Disorder (Caroline)</i> Ng, A.S., Abbott, M.J., & Hunt, C. (2014). The effect of self-imagery on symptoms and processes of social anxiety: A systematic review. <i>Clinical Psychology Review, 34</i> , 620-633. Woody, S.R. & Adessky, R.S. (2002). Therapeutic alliance, group cohesion, and homework compliance during cognitive-behavioral group treatment of social phobia. <i>Behavior Therapy, 33</i> , 5-28. Rodebaugh, T.L., Holaway, R.M., & Heimberg, R.G. (2004). The treatment of social anxiety disorder. <i>Clinical Psychology Review, 27</i> , 883-908.
10/8	<i>Obsessive-Compulsive and Related Disorders (Lauren)</i> Abramowitz, J.S., Taylor, S., & McKay, D. (2009). Obsessive-compulsive disorder. <i>Lancet, 374</i> , 489-497. McKay, D., Sookman, D., Neziroglu, F., Wilhelm, S., Stein, D., Kyrios, M., Mathews, K., & Veale, D. (2015). Efficacy of cognitive-behavior therapy for obsessive-compulsive disorder. <i>Psychiatry Research, 225</i> , 236-246.
10/15*	<i>Obsessive-Compulsive Related Disorders - continued</i> Duke, D.C., Keeley, M.L., Geffken, G.R., & Storch, E.A. (2010). Trichotillomania: A current review. <i>Clinical Psychology Review, 30</i> , 181-193. Hartmann, A.S., Blashill, A.J., Greenberg, J.L., & Wilhelm, S. (2014). Body dysmorphic disorder. In E. Storch & D. McKay (Eds.), <i>Obsessive-compulsive disorder and its spectrum: A life-span approach</i> (pp. 141-162). Washington, DC: American Psychological Association. Himle, M.B., & Hayes, L.P. (2014). Tourette's disorder and tics. In E. Storch & D. McKay (Eds.), <i>Obsessive-compulsive disorder and its spectrum: A life-span approach</i> (pp. 185-204). Washington, DC: American Psychological Association. Abramowitz, J.S. & Jacoby, R.J. (2015). Obsessive-compulsive and related disorders: A critical review of the new diagnostic class. <i>Annual Review of Clinical Psychology, 11</i> , 165-186.
10/22	<i>Childhood Anxiety Disorders – Anxious Temperament</i> Seehagen, S., Margraf, J., & Schneider, S. (2014). Developmental psychopathology. In P. Emmelkamp & T. Ehring (Eds.), <i>The Wiley Handbook of Anxiety Disorders: Volume I: Theory & Research</i> (pp. 148-171). Chichester, UK: Wiley.
10/29	<i>Separation Anxiety (Lauren)</i> Schneider, S., Blatter-Meunier, J., Herren, C., In-Albon, T., Adornetto, C., Meyer, A., & Lavallee, K.L. (2013). The efficacy of a family-based cognitive-behavioral treatment for separation anxiety disorder in children aged 8-13: A randomized comparison with a general anxiety program. <i>Journal of Consulting and Clinical Psychology, 81</i> , 932-940.
11/5	<i>Selective Mutism</i> Viana, A.G., & Beidel, D. (2009). Selective mutism: A review and integration of the last 15 years. <i>Clinical Psychology Review, 29</i> , 57-67.
11/12	<i>No class – ABCT Conference in Chicago</i>
11/19	<i>Childhood OCD</i> Franklin, M.S., Dingfelder, H.E., Freeman, J.B., Ivarsson, T., Heyman, I., Sookman, D., McKay, D., Storch, E.A., & March, J. (2015). Cognitive behavioral therapy for pediatric Obsessive-Compulsive Disorder: Empirical review and clinical recommendations. <i>Psychiatry Research, 225</i> , 78-92.
11/26	<i>No Class - Thanksgiving</i>

12/3	<p><i>Transdiagnostic Models-RDoC and Other Approaches (Caroline)</i></p> <p>Gentes, E.L., & Ruscio, A.M. (2011). A meta-analysis of the relation of intolerance of uncertainty to symptoms of generalized anxiety disorder, major depressive disorder, and obsessive-compulsive disorder. <i>Clinical Psychology Review, 31</i>, 923-933.</p> <p>Lilienfeld, S.O. (2014). The Research Domain Criteria (RDoC): An analysis of methodological and conceptual challenges. <i>Behaviour Research and Therapy, 62</i>, 129-139.</p> <p>PAPER DUE</p>
12/10	<p><i>Moderators of Treatment – Is There a State of The Art?</i></p> <p>Schneider, R.L., & Arch, J.J. (2015). The state of personalized treatment for anxiety disorders: A systematic review of treatment moderators. <i>Clinical Psychology Review, 38</i>, 39-54.</p>
12/17	Catch-up and wrap-up

* indicates class will need to be rescheduled due to travel for conference presentations