

# Psychology 461: Special Topics: Anxiety and Mood Disorders

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Office Hours: Wednesday 6-7pm  
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Class Day: Monday & Wednesday  
Class Time: 7:20pm-10:00pm  
Class Place: Innovation 207  
Phone: 703-993-1349

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## Course Description:

This Special Topics course is designed to offer an advanced undergraduate study of the etiology, pathogenesis, and symptomatology of anxiety and mood related disorders. The course will emphasize a scientific/empirical approach to studying adult psychopathology and will focus on specific conditions such as social anxiety, PTSD, and depression. Students will be exposed to contemporary clinical research and relevant psychological issues. Typically, class meetings will consist of lectures designed to provide an overview of the topic for that class. Topics to be covered will include diagnosis and classification, epidemiology, and course of specific disorders as well as factors related to the etiology, pathogenesis, and maintenance of the disorders. In addition, class discussion of the readings and relevant issues will be encouraged. Throughout the course, treatment issues will be discussed briefly but will not be the core focus of this course.

## Course Goals:

Specific goals for the course include the following:

1. Gain exposure to contemporary empirical articles in psychology
2. Be familiar with current concepts and issues related to anxiety and mood conditions
3. Develop an understanding of dominant theoretical models related to these conditions

## Required readings:

The required readings consist of journal articles to be read before each class. It is important that you complete the required readings prior to attending class in order to fully participate and follow class discussions. This course is designed to build off previous knowledge acquired in PSYC 325 Abnormal Psychology. Some of the readings and lectures may be difficult for individuals who do not have any previous background in core psychology courses. Please feel free to see me and discuss any concerns you may have related to this matter. When you are reading for each class, please do not get discouraged if you do not grasp all of the information presented in each article. My suggestion would be to focus on the main points of each article and digest the important findings. Come to class with any questions you may have after completing the readings. All readings will be available via a website specific to this class.

**Note on the DSM:** You may find it helpful to purchase and read the relevant sections from the APA's *Diagnostic and Statistical Manual of Mental Disorders*, fourth edition (DSM-IV). This book is not required for the course but I encourage you to consider making the purchase. Here is the reference:

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders (Fourth Edition-Text Revised)*. Washington, DC: American Psychiatric Association.

## Course Requirements and Grades:

- A. Take Home Exams.** There will be two take home exams required during this course. Each take home exam will cover half of the material in the course. The exams will not be cumulative although some ability to integrate material may be required. The take home exams will be constructed in essay format and will consist of writing 3-4 essays of approximately 1-2 pages (per

essay) in length. You will be able to refer to your notes and readings to answer the essays but will not be allowed to consult, discuss, or share information with other students in the class. The exam will consist of one required question and the opportunity to choose among additional questions. Each exam will constitute 25% of your final grade (for a total of 50%).

- B. Term Paper.** You will be required to conduct a literature review and write a paper on a topic that is of interest to you and that is related to the course. Ideally, the paper topic will address an area in psychopathology that is of interest to you and about which you would like to learn more. In order to aid in the process, I require that you submit a brief description of your paper topic (two or three sentences) to me by June 14, 2006. Please understand that due to the abbreviated nature of the summer course the process of writing a term paper will move slightly faster than during a full semester schedule. The paper topic must be approved by me prior to turning in the term paper. In addition, the paper will adhere to all APA publication guidelines. We will discuss this more in class and I am available to talk about questions related to the paper during office hours as well. The paper will constitute 30% of your final grade.
- C. Presentation.** In addition to writing a term paper, you will be required to give a brief presentation to the class on your topic. Each presentation will be approximately 15 minutes long. There are several purposes for requiring student presentations. First, presentations provide students with practical experience in sharing information with colleagues and co-workers. Second, other members of the class may benefit from exposure to additional topics of interest that may not be covered formally in class. In addition, this exercise provides students with the opportunity to receive a grade on something other than written essays and papers. The presentation will constitute 10% of your final grade.
- D. Class Participation.** Students are expected to attend class each week and to arrive on time. Please make every effort to be on time as late arrivals tend to disrupt the flow of classroom lectures and discussions. Students are also expected to arrive to class prepared. Class preparation includes completing required readings prior to the beginning of class. In addition, students are encouraged to ask questions and engage in class discussions as part of their participation grade. Participation will constitute 10% of your final grade.
- E. Research Credit.** In addition, there is the opportunity to receive additional credit by participating in research in the GMU Department of Psychology. Students are encouraged to participate in faculty research and will receive ONE point towards their final grade for every ONE hour of research credit up to FIVE total points/credits.

### **Important Dates:**

Last day to Add Class - June 14th

Last day to Drop Class - June 21st

### **Students with Special Concerns**

If you are a student with a disability and you need academic accommodations please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.

### **Statement of Academic Integrity**

In accordance with University guidelines, I am required to take action against students who engage in cheating, misrepresentation, or other dishonest practices. All take home exams are to be completed independently and any form of consulting, sharing, talking/discussing with other members of the class regarding take home assignments will be considered a breach in the GMU Code of Conduct. Penalties for

students found guilty of academic dishonesty will be determined on a case by case basis in accordance with university guidelines. Please feel free to contact me if additional clarification is required.

### **Tentative Schedule of Class Topics and Readings**

Please note that this is a tentative schedule and is subject to change throughout the semester. All changes will be announced in class.

**June 5<sup>th</sup> First Day of Class  
Introduction and Syllabus**

**June 7<sup>th</sup> Intro to Psychopathology**

Kessler, R.C., McGonagle, K.A., Zhao, S., Nelson, C.B., Hughes, M., Eshleman, S., Wittchen, H-U., & Kendler, K.S. (1994). Lifetime and 12-month prevalence of DSM-II-R psychiatric disorders in the United States: Results from the national Comorbidity Survey. *Archives of General Psychiatry, 51*, 8-19.

Widiger, T.A., & Sankis, L.M. (2000). Adult Psychopathology: Issues and controversies. *Annual Review of Psychology, 51*, 377-404.

**June 12<sup>th</sup> General Information on Anxiety  
Generalized Anxiety Disorder**

Barlow (2000). Unraveling the mystery of anxiety and its disorders from the perspective of emotion theory. *American Psychologist, 55*, 1247-1263

Brown, T.A., Campbell, L.A., Lehman, C.L., Grisham, J.R., & Mancill, R.B. (2001). Current and lifetime comorbidity of the DSM-IV anxiety and mood disorders in a large clinical sample. *Journal of Abnormal Psychology, 110*, 585-599.

Dugas, M.J. (1998). Generalized Anxiety Disorder: A preliminary test of a conceptual model. *Behaviour Research and Therapy, 36*, 215-226.

**June 14<sup>th</sup> Panic Disorder & Agoraphobia  
(Paper Topic Due)**

Austin, D.W., & Richards, J.C. (2001). The catastrophic misinterpretation model of panic disorder. *Behaviour Research and Therapy, 39*, 1277-1291.

Schmidt, N.B., Lerew, D.R., & Jackson, R.J. (1999). Prospective evaluation of anxiety sensitivity in the pathogenesis of panic: Replication and extension. *Journal of Abnormal Psychology, 108*, 532-537.

**June 19<sup>th</sup> Social Anxiety Disorder I**

Alden, L.E. & Taylor, C.T. (2004). Interpersonal processes in social phobia. *Clinical Psychology Review, 24*, 857-882.

Clark, D.M. & McManus, F. (2002). Information processing in social phobia. *Biological Psychiatry, 51*, 92-100.

**June 21<sup>st</sup> Social Anxiety Disorder II**

Kashdan, T.B., & Steger, M. (2006). Expanding the topography of social anxiety: An experience sampling assessment of positive emotions and events, and emotion suppression. *Psychological Science, 17*, 120-128.

(Additional articles to be announced)

**June 26<sup>th</sup> PTSD I**

- Ehlers, A., & Clark, D.M. (2000). A cognitive model of posttraumatic stress disorder. *Behaviour Research and Therapy*, 38, 319-345.
- Loftus, E. F. (2004). Memories of things unseen. *Current Directions in Psychological Science*, 13, 145-147.
- Litz, B.T., Orsillo, S.M., Kaloupek, D., & Weathers, F. (2000). Emotional-processing in posttraumatic stress disorder. *Journal of Abnormal Psychology*, 109, 26-39.
- McNally, R.J. (2003). Progress and controversy in the study of posttraumatic stress disorder. *Annual Review of Psychology*, 54, 229-252.

**June 28<sup>th</sup> PTSD II-Resiliency**  
(Hand out Mid Term Take Home Exam)

- Bonanno, G. A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events. *American Psychologist*, 59, 20-28.
- King, L.A., D.W. King, J.A. Fairbank, T.M. Keane, and G.A. Adams (1998). Resilience/ recovery factors in posttraumatic stress disorder among female and male Vietnam veterans: Hardiness, postwar social support, and additional stressful life events. *Journal of Personality and Social Psychology*, 74, 420-434.
- Ozer, E.J., & Weiss, D.S. (2003). Who develops posttraumatic stress disorder? *Current Directions in Psychological Science*, 13, 169-172.

**July 3<sup>rd</sup> No Class - Holiday - Fourth of July**  
Enjoy the break!

**July 5<sup>th</sup> Specific Phobias & Obsessive-Compulsive Disorder**  
(Mid Term Take Home Due)

- Mineka, S., & Ohman, A. (2002). Born to fear: Non-associative vs associative factors in the etiology of phobias. *Behaviour Research and Therapy*, 40, 173-184. PDF
- Rachman, S. (1997). A cognitive theory of obsessions. *Behavior Research and Therapy*, 35, 793-802.
- Rachman, S. (2003). A cognitive theory of compulsive checking. *Behavior Research and Therapy*, 35, 793-802.

**July 10<sup>th</sup> Mood Disorders I**

- Lara, M. E., & Klein, D. N. (1999). Psychosocial processes underlying the maintenance and persistence of depression: Implications for understanding chronic depression. *Clinical Psychology Review*, 19, 553-570.
- Merikangas, K.R., Zhang, H., Avenevoli, S., Acharyya, S., Neuenschwander, M., & Angst, J. (2003). Longitudinal trajectories of depression and anxiety in a prospective community study: The Zurich Cohort Study. *Archives of General Psychiatry*, 60, 993-1000.
- Nolen-Hoeksema, S. (2001). Gender differences in depression. *Current Directions in Psychological Science*, 10, 173-176.

Parker, G. (2000). Classifying depression: Should paradigms lost be regained? *American Journal of Psychiatry*, 157, 1195-1203. PDF

**July 12<sup>th</sup> Mood Disorders II  
(Research Paper Due)**

Goodwin, F.K., & Ghaemi, S.N. (1998). Understanding manic-depressive illness. *Archives of General Psychiatry*, 55, 23-25.

Hawton, K., Sutton, L., Haw, C., Sinclair, J., Harriss, L. (2005) Suicide and attempted suicide in bipolar disorder: A systematic review of risk factors. *Journal of Clinical Psychiatry*, 66, 693-704.

Johnson, S.L., & Nowak, A. (2002). Dynamical patterns of bipolar depression. *Personality and Social Psychology Review*, 6, 380-387.

Rottenberg, J., Hildner, J.C., & Gotlib, I.H. (2006). Idiographic autobiographical memories in major depressive disorder. *Cognition and Emotion*, 20, 114-128.

**July 17<sup>th</sup> Mindfulness, Acceptance, and Alternative Approaches to Psychopathology  
Hand out Take Home Final**

Baer, R. A. (2003). Mindfulness training as a clinical intervention: A conceptual and empirical review. *Clinical Psychology: Science and Practice*, 10, 125-143

Bishop, S.R. et al. (2004). Mindfulness: A Proposed Operational Definition. *Clinical Psychology: Science and Practice*, 11, 230-242

Brown, K.W. & Ryan, R.M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84, 822-848.

Hayes, S.C., Luoma, J.B., Bond, F.W., Masuda, A., Lillis, J. (2006). Acceptance and commitment therapy: Model, processes, and outcomes. *Behaviour Research and Therapy*, 44, 1-25.

**July 24<sup>th</sup> Presentations  
No readings**

**July 26<sup>th</sup> Exam Day  
Take Home Final Due by 12 PM**