GEORGE MASON UNIVERSITY  
College of Education and Human Development  
Counseling and Human Development  
EDCD 797: Treatment Strategies for Anxiety Disorders, Fall 2005

Instructor: M. Andrew Berisford, Ph.D.  
E-mail: mberisfo@gmu.edu  
Telephone: 703-642-4525 (work, preferred); 703-963-6780 (cell, if you must)  
Class Meeting: Mondays, 7:20-10:00 PM, Robinson B105  
Dates: August 29, to October 3, 2005; no meeting September 5

Course Overview
Anxiety and its disorders are common presenting problems for clients of both community agency and school counselors. In this course, students will explore intervention strategies for persons suffering from anxiety. Materials will focus primarily on interventions at the symptom and situational level. Interventions will include cognitive and behavioral strategies. Other topics will include assessment of anxiety and adapting treatment strategies for use with children and culturally diverse clients. Students will also learn some strategies for managing their own anxiety. Two projects will be required. Students will keep a short journal describing self-care activities for the five weeks. Students will select a treatment strategy and write a reaction paper that will also briefly report the effectiveness of that intervention as supported by current research.

Expectations
The College of Education and Human Development and the (GSE) expect that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Student Outcomes
Upon completion of this course, students should be able to:

- Demonstrate a general understanding of:
  - Anxiety and its disorders
  - Treatment options for anxiety and its disorders
  - Treatment issues and concerns for anxiety and its disorders
  - Cognitive behavioral interventions for anxiety and its disorders
- Discuss at least one current trend in anxiety treatment
- Relate issues of self-care to treatment of anxiety

Nature of Course Delivery
This class will use lectures, class discussions, readings, a personal development project, and a reaction paper to accomplish the course objectives.

Note: This syllabus is subject to change based on the needs of the class. Students desiring assistance with writing papers may contact the Writing Center at 703-993-1200.
Required Texts


Course Requirements and Assignments
Each student will:
- Complete reading assignments before class meetings.
- Attend each class. Each student is expected to arrive on time, stay for the entire class period, and participate in class discussions.
- Participate in online (blackboard) discussions.
- Complete a self-care journaling project. Due at the beginning of class meeting on Monday, October 3, 2005.
- Write a reaction paper to current anxiety treatment strategies. Due to professor on or before Friday, October 7.

The reaction paper assignment must follow APA style and format. Failure to follow APA format will result in the loss of points from the grade received on the assignment.

Each assignment will be worth a maximum of 100 points. A late assignment is subject of a penalty of 10\% (or minus 10 points) for every day it is past due.

Grading

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>attendance and participation</td>
<td>34%</td>
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<tr>
<td>self-care project</td>
<td>33%</td>
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<tr>
<td>reaction paper</td>
<td>33%</td>
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In accordance with the George Mason University Grading Policy, the following grades may be achieved: A (100 to 95 points), B (94 to 90 points), C (below 90).

Attendance
In accordance with the policies of the Counseling and Human Development Program, attending every class meeting is expected. **Missing one class (or more) will result in failing the course.** Any attendance issues should be discussed with the instructor as soon as possible, preferably before you miss a class. Attendance and Participation grades will be determined by points awarded per class meeting as follows:
- Attending class = 20 points
- Arriving late = 18 points
- Leaving early or arriving for latter half of class = 10 points
- Missing class = 0 points
- Possible additional points for contribution to in-class or blackboard discussions (0 to 4 points awarded during final grading process)

Class Meeting Schedule and Reading Assignments

Book Codes
ADULT = Andrews et al.
CHILD = Chansky
Note about the readings: For readings in the AD book, be sure to focus on the Syndrome and Treatment chapters. Clinician Guides and Patient Manuals should also be read, but not necessarily with academic intensity.

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments (Chapters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>08/29/2005</td>
<td>Anxiety and Its Disorders</td>
<td>ADULT: 1-3</td>
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<td>CHILD: 1-5</td>
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<tr>
<td>#2</td>
<td>09/12/2005</td>
<td>Panic Disorder (with agoraphobia)</td>
<td>ADULT: 4-7</td>
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<td>CHILD: 9</td>
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<tr>
<td>#3</td>
<td>09/19/2005</td>
<td>Social Phobia</td>
<td>ADULT: 8-11</td>
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<td>CHILD: 8</td>
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<td>Specific Phobia</td>
<td>ADULT: 12-15</td>
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<td>CHILD: 7</td>
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<tr>
<td>#4</td>
<td>09/26/2005</td>
<td>Generalized Anxiety Disorder</td>
<td>ADULT: 20-23</td>
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<td>Obsessive-Compulsive Disorder</td>
<td>CHILD: 6</td>
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<td>ADULT: 16-19</td>
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<td>CHILD: 10</td>
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<td>#5</td>
<td>10/03/2005</td>
<td>Post-Traumatic Stress Disorder (PTSD)</td>
<td>ADULT: 24-27</td>
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<td>Other Child Anxiety Issues</td>
<td>CHILD: 12</td>
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<td>CHILD: 11, 13-16</td>
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<td>-</td>
<td>10/07/2005</td>
<td>-</td>
<td>Reaction paper due</td>
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Self-Care Journal

Keep a journal regarding your efforts at self-care with respect to this course. Your journal may be in any of these formats: paper, electronic (word processor), or web-based (e.g., LiveJournal). Photocopies of paper journals are acceptable. Electronic journals may be e-mailed to the professor. Links to web-based journals may be e-mailed to the professor. You may add the required items to an already existing journal or you may create a new journal for this assignment.

Journal contents: Note in your journal those things which you do to care for yourself in the areas of body, mind, and spirit. These may or may not be specific to anxiety management. Activities may be done which address more than one of these areas. Or you may do a separate activity to address each one. The key here is intent: You need to initiate the activity with the intention of doing it to take care of yourself in that area. Include in your journal a rating of your overall anxiety level on a scale of 0 to 10, where 0 is not at all anxious, 5 is moderate anxiety, and 10 is about as anxious a day as you could imagine having. Activities can include practicing interventions we discuss in class as well as outside activities. There are no required activities. There are no length requirements.

Special assignment: At some point during the five weeks, try something you have never tried before.

Frequency requirement: Your goal is to take care of each of those areas of yourself at least once per day. Toward that goal, you are to journal your activities on at least four of every seven days each week. Be sure to note failures as well as successes.

Examples:

This is an example of a simple journal style:

Monday, September 5, 2005
Journal entries can be as short or as long as you wish. If you want to do a more descriptive narrative style, that is acceptable. Combining areas with one activity is acceptable. Again, the key is your intention when doing the activity. If, in the above example, you walked with a friend and talked, then the walk might have been for your body and your spirit. Or, if you only intended the yoga class to be a body workout, then only list it for body. Be sure to note how any of these activities affect your own personal anxiety or any other areas of interest.

Final entry should be a short reaction to this assignment; length of a paragraph or two.

Reaction Paper

Select an intervention that we have discussed in class. Find at least one current (preferably within the past 12 months but within three years is acceptable) journal article that includes that intervention in a study of anxiety or anxiety disorders. Review the article. Discuss your reaction to this article with respect to what we have discussed in class. Length: about 5 pages, exclusive of references. Abstract is not required.