Psychology 450
The Development of Anxiety
Queen's University Winter 2020
Thursdays 11:30 – 2:30 in Kingston 208
Dr. Tom Hollenstein Tom.Hollenstein@Queensu.ca

Course Description

Anxiety, in the broadest sense, is perhaps the most central emotional process to child development. It manifests early in temperament with rudimentary attentional biases to threat and novelty, figures prominently in attachment, is one of the earliest challenges to emotion regulation abilities, underlies planning and problem solving, motivates complex safety behaviours such as avoidance, can be a primary or secondary emotion, and the objects of anxiety vary as a function of socialization processes across childhood and adolescence. To varying degrees, everyone experiences anxiety. *Our purpose in this course is to understand what anxiety is, how it develops normatively, and what can explain individual differences.*

Unfortunately, the lion's share of our scientific understanding of anxiety has come from a psychiatric or psychopathological perspective. Indeed, anxiety is the most prevalent of all the DSM disorders and is the most frequently comorbid with other disorders. That people suffer from excessive anxiety is a serious problem and it is good that it is accorded significant scientific and clinical attention. Fortunately, psychology has a very successful tool, CBT, for relieving that suffering. In order to achieve our goals of the course, we will have to rely on the deep and thorough details about anxiety derived from this psychopathological perspective, its etiology and treatment. However, at every opportunity, we will draw our attention back to the focal story of normative emotional development, the forms and functions of anxiety, and even challenge some of the tenets of the dominant paradigm.

Learning Objectives:

- *Define* anxiety from different theoretical and applied perspectives
- *Identify* the normative mechanisms and features of anxiety development
- *Critically evaluate* a range of perspectives on anxiety and its development with respect to their ontological validity and practical utility.
- *Translate* current scientific and theoretical understanding of anxiety development for a lay audience of children's caregivers

Course Format

This course is constructed as an interactive seminar course in that student participation in discussions are mandatory. There will be open discussion during each class. Students are expected to come to *every* class and to actively participate.

The ultimate goal of the course is for you to contribute to a book for caregivers/parents about *the normative development of anxiety in children and adolescents*. That is, you will present the scientific knowledge we cover in the course to a lay audience of those people most concerned about it and most able to have an impact on youth: parents/caregivers. Each of you will write a chapter.

You will be randomly assigned to two 5-person groups, one is your TOPIC group and the other is your BOOK group.

A TOPIC group will be 5 students who share the same broad topic of expertise: (1) Temperament, Biology, and Infancy; (2) Normative Early Development; (3) Socialization of Individual Differences; (4) Anxiety in Adolescence; (5) Advice for parents about regulating their own and their kid's anxiety. Each member of a TOPIC group will belong to a different BOOK group.

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A BOOK group will be 5 students who contribute one chapter each to one book. Thus, those in a BOOK group will need to coordinate to make the 5 chapters fit together in a cohesive manner. For example, student randomized to #16 in table below will focus on Adolescence for BOOK group A.

TOPIC group	BOOK Group				
	A	B	C	D	E
Temperament	1	2	3	4	5
Early Development	6	7	8	9	10
Socialization	11	12	13	14	15
Adolescence	16	17	18	19	20
Advice	21	22	23	24	25

Course Requirements and Grading

1. **Attendance (10%):** As stated in the rules and regulations of Queen's, you are expected to be present at every class. This is especially important for a seminar, where there is group discussion every class.
    a. Everyone starts with 100%, but will be docked minus 10% for every absence that was not acknowledged through email BEFORE the start of class. That is, if you do not send instructor an email that arrives before the start of class (11:30 Thursday) giving notice of your absence, you will be docked 10%.
    b. Undocumented absence on your presentation day will be minus 20%.
    c. An exception may occur when there is documentation of an emergency that prevented you from sending an email beforehand.
2. **Participation (10%)**: Each student will summarize ONE paper (# in course outline) at the start of certain class meetings. This task will require a brief summary of key points and 1-2 points of analysis (e.g., confusion about a detail/argument, synthesis with another paper/idea, disagreement/critique of argument).
3. **Thought Papers (4 @ 5% each = 20%)**. Every student will submit a thought paper (no longer than a 1-page Word document) on weeks 4, 5, 6, and 8 PRIOR to the start of class (i.e., before 11:30 Thursday). These thought papers can be on any aspect covered in the readings for that week and must include a critical analysis of the content – refutation of the arguments, synthesis/connection with other aspects of human psychology and behaviour, logical inconsistencies within or across readings, or novel hypotheses or research inspired by these ideas. This is not a simple summary and each paper will receive a letter grade reflecting the overall quality, insight, understanding of material, and evidence of critical analysis.
4. **Outline for Chapters (10%):** Each of you will submit a 1-page outline for your book chapters before class February 27. In class, we will look at each BOOK group's 5-pages of outlines together and give feedback. Working book titles will also be shared and discussed.
5. **Book (10%) and Chapter (40%)**
    a. Each chapter will be a minimum 10 numbered pages, maximum 20 pages, double spaced, APA format, with at least 20 references (reference list not part of page count).
    b. You may make whatever chapter title you wish, but it should be approved by the rest of your BOOK group and ideally be a different title than anyone else in your TOPIC group.
    c. All chapters will be submitted as one entire book manuscript that includes: a book title page (including all authors), a table of contents, and each of the 5 chapters in order with each chapter having its own title page with author and ending with reference list before the start of the next chapter.
    d. Figures and tables are useful. Please embed them within the text (not at the end after reference list), refer to them accurately in the text, use chapter/decimal/# format (e.g., Figure 3.4 is the 4th figure in chapter 3). Unfortunately, figures and tables do not count toward page count, so if you have a figure that takes up ½ a page, then your minimum page count is 10 ½ pages. Let me know if you have questions.

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e. Everyone in the same BOOK group will get the same grade for the 10% book portion. This grading will be based on the coherence and consistency across chapters. Points will be taken off for incorrect information provided, different perspective/information across chapters, or divergent tone or focus. Each BOOK group should read and give feedback on everyone else's chapter and look for ways to make the book's message coherent and accurate.

f. Your goal for each chapter is to translate the relevant scientific understanding on the topic for the average caregiver/parent in a coherent and engaging fashion. Each chapter will get its own 40% grade based on accessibility to intended lay reader, citations to back up claims made, accuracy, coherence at the sentence, paragraph, and across paragraph levels, as well as basics of spelling and grammar.

g. Due dates:

  i. Each chapter must be submitted to the other members of the BOOK group no later than **April 3 @5pm**.

  ii. Feedback for each chapter must be returned to author by **April 10 @5pm**.

  iii. Books are due in their entirety **April 17 @5pm**.

  iv. Chapter authors will be penalized -10% for each day (24 hour period: 5:01 on day X through 4:59pm on day X+1) late for any of these due dates. Individual late chapters will not impact 10% grade for the book.

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Turnitin

Queen's University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process. There is information on the course onQ site about Turnitin policies. See also privacy statement at: http://turnitin.com/en_us/about-us/privacy

Academic Integrity

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities: http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1: http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Plagiarism: Because this course requires the submission of original writing assignments, each student is responsible to know and understand what plagiarism is and how to avoid it. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating
- https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing
- http://writing.wisc.edu/Handbook/QPA_paraphrase.html

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Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this com-mitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommoda-tions for Students with Disabilities was approved at Senate in November 2016 (see https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at: http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with re-quests for academic consideration for students facing extenuating circumstances. Arts and Science under-graduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: http://www.queensu.ca/artsci/accommodations . Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor/Coordinator Name: Tom Hollenstein
Instructor/Coordinator email address: Tom.Hollenstein@Queensu.ca

GRADING METHOD Some components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

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Assignment Mark	Numerical Value for Calculation of Final Mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-55
D-	50-52
F	49 and below

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Course Schedule

Week 2: What is Anxiety? Part 1 (Jan. 16)

We will begin to define and understand what anxiety is. First, by considering what is emotion and how it develops and then begin to work with definitions of anxiety.

Buss et al. (2019) Theories of Emotional Development

Pollak et al. (2019) Progress in Understanding the Emergence of Human Emotion

Week 3: What is Anxiety? Part 2 (Jan. 23)

We will continue to strive for a clearer understanding of anxiety and what it is by considering cognitive and attentional biases, stress, and avoidance.

Corr (2011) Anxiety: Splitting the phenomenological atom

Boyer & Bergstrom (2011) Threat-detection in child development: An evolutionary perspective

Pergamin-Hight et al. (2015). Content specificity of attention bias to threat in anxiety disorders

Roy et al. (2015). A critical review of attentional threat bias and its role in the treatment of pediatric anxiety disorders.

Week 4: Temperament & Biology (Jan. 30)

Today we consider the origins of anxiety as a manifestation of temperament in infancy that may be built upon genetic and/or neurological foundations.

Morales & Fox (2019) A Neuroscience Perspective on Emotional Development

1. **White et al.** (2010). Temperamental Factors Associated with the Acquisition of Information Processing Biases and Anxiety.
2. **Lonigan et al.** (2004) Temperament, Anxiety, and the Processing of Threat-Relevant Stimuli
3. **Shimada-Sugimoto et al.** (2015). Genetics of anxiety disorders
4. **Schiele & Domschke** (2018). Epigenetics at the crossroads between genes, environment and resilience in anxiety disorders.

Week 5: Rituals, Strangers, and Separation (Feb. 6)

Normative development up through the pre-school years.

Marks (1987). The development of normal fear

5. **Evans et al.** (1997). Ritual, habit, and perfectionism
6. **Field, T.** (1996). Attachment and separation in young children.
7. **Brooker et al.** (2013). The development of stranger fear in infancy and toddlerhood: normative development, individual differences, antecedents, and outcomes.
8. **LoBue & Adolph** (2019) Fear in Infancy: Lessons from Snakes, Spiders, Heights, and Strangers

Week 6: Parenting and Socialization (Feb. 13)

How does social experience, especially with important caregivers, shape individual differences in the experience and regulation of anxiety?

9. **Möller et al.** (2016). Associations between maternal and paternal parenting behaviors, anxiety and its precursors in early childhood: A meta-analysis.
10. **Aktar et al.** (2017). Environmental transmission of generalized anxiety disorder from parents to children: worries, experiential avoidance, and intolerance of uncertainty.
11. **Lazarus et al.** (2016). The relationship between challenging parenting behaviour and childhood anxiety disorders.
12. **Chorpita & Barlow** (1998). The development of anxiety: the role of control in the early environment.
13. **McLeod et al.** (2011). Parenting and child anxiety disorders.

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********Week 7: READING WEEK!!!!********

Week 8: Adolescence and Outlines (Feb. 27)

What are the emerging manifestations of anxiety during adolescence? We will also review each BOOK group's outlines.

14. **Westenberg et al.** (2004). A developmental analysis of self-reported fears in late childhood through mid-adolescence: Social-evaluative fears on the rise?
15. **Allan et al.** (2016). Longitudinal investigation of anxiety sensitivity growth trajectories and relations with anxiety and depression symptoms in adolescence.
16. **Matthews et al** (2016) Emotional Competence and Anxiety in Childhood and Adolescence
17. **Muris** (2010). Anxiety-related Reasoning Biases in Children and Adolescents.

Week 9: Prevalence and Comorbidity (Mar. 5)

We return to consider anxiety as a disorder in terms of diagnostic characteristics, symptom networks, measurement, point- and lifetime-prevalence, and co-occurrence with a range of other disorders, especially with respect to normative anxiety development.

Schaefer et al. (2017). Enduring mental health: Prevalence and prediction.

Kessler et al (2005). Prevalence, severity, and comorbidity of 12-month DSM-IV disorders in the National Comorbidity Survey Replication.

Kessler et al (2005). Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Comorbidity Survey Replication.

18. **Norr et al.** (2015). Anxiety sensitivity as a mechanism for gender discrepancies in anxiety and mood symptoms.
19. **Granic & Lougheed** (2016). The role of anxiety in coercive family processes with aggressive children.

Week 10: Regulating Anxiety (Mar. 12)

Today we reflect on what we can learn about normative anxiety development across the lifespan by considering how anxiety can be regulated to achieve age-appropriate goals.

Wright (2006). Cognitive behavior therapy: Basic principles and recent advances.

Perkins & Corr (2014) Anxiety as Adaptive Emotion

20. **Campbell-Sills & Barlow** (2007). Incorporating emotion regulation into conceptualizations and treatments of anxiety and mood disorders.
21. **Gu et al.** (2015). How do mindfulness-based cognitive therapy and mindfulness-based stress reduction improve mental health and wellbeing? A systematic review and meta-analysis of mediation studies.
22. **Schoneveld et al.** (2018). Preventing childhood anxiety disorders: Is an applied game as effective as a cognitive behavioral therapy-based program?

Week 11: Paper Workshop (Mar. 19)

Book groups meet and discuss progress, read each other's drafts, plan for final schedule.

Week 12: Culture and Society (Mar. 26)

Today we consider the ways in which anxiety may be influenced by societal norms and values.

23. **De Vaus et al.** (2018). Exploring the East-West divide in prevalence of affective disorder: A case for cultural differences in coping with negative emotion
24. **Hofmann et al.** (2010). Cultural aspects in social anxiety and social anxiety disorder.
25. **Chen et al.** (2005). Social functioning and adjustment in Chinese children: The imprint of historical time.

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Week 13: Technology and Age Cohorts (Apr. 2)

For this last class, we will try to integrate everything we have discussed and learned by considering two prominent controversies: (a) whether youth today are more anxious than previous birth cohorts and (b) whether current technology is to blame. We will break up into 4 groups, pro and con for each of the two questions. You will have some time to develop your arguments, based on available research, and present opposing views. This is an opportunity for you to apply your knowledge and for many, this may be the last class of your undergraduate career, so have fun! Here are some readings to start off with…

Baxter et al. (2014) Challenging the myth of an "epidemic"…

Twenge (2000). The age of anxiety? The birth cohort change in anxiety and neuroticism, 1952–1993.

Jensen et al. (2019). Young Adolescents' Digital Technology Use and Mental Health Symptoms: Little Evidence of Longitudinal or Daily Linkages

Twenge (2019). More Time on Technology, Less Happiness? Associations between Digital-Media Use and Psychological Well-Being.

Orben & Przybylski (2019). The association between adolescent well-being and digital technology use.

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