

CLINICAL PSYCHOLOGY (PSYC 167)



“The greatest discovery of my generation is that a human being can alter his life by altering his attitudes of mind.”

-William James

“Remember that happiness is a way of travel, not a destination.”

-Roy Goodman

“People will do anything, no matter how absurd, to avoid facing their own souls.”

-Carl Jung

“Who looks inside, awakes.”

-also Carl Jung

CLINICAL PSYCHOLOGY (PSYC 167)

Instructor: Hannah Raila, Ph.D. (she/her)
Email: hraila@ucsc.edu
Day/Time: Summer 2021, Tu/Thu, 9 am – 12:30 pm
Canvas: <https://canvas.ucsc.edu/courses/44038>
Zoom: <https://ucsc.zoom.us/j/98701253880?pwd=UHdCYm01Z1lJUIhNMVhiMHkzdmp2QT09>
Meeting ID: 987 0125 3880
Passcode: 123

Office Hours: Thursdays, 12:30-1:30 pm (Please come say hello!)

Office Zoom: <https://ucsc.zoom.us/j/8315266022?pwd=NkxyV0NBSWZzdGhub2tjRGNXTlITUT09>
Meeting ID: 831 526 6022 (or “hraila”); Passcode: 123

TEACHING ASSISTANTS (TA’S):

Roxy Davis (for students whose last names begin A-J)

Office hours: Thursdays, 12:30-1:30 pm

<https://ucsc.zoom.us/j/98579671333?pwd=bnNZVkZkQWtLQWcxZVBtdm9WU3Nadz09>

Meeting ID: 985 7967 1333

Passcode: 631169

roxywdavis@ucsc.edu

Section: <https://ucsc.zoom.us/j/92890665980?pwd=THMyc1BEMWxmS3ZhZk9lVIYyVitmZz09>

Meeting ID: 928 9066 5980

Passcode: 036814

Sam Hughes (for students whose last names begin K-Z)

Office hours: Tuesdays, 1-2 pm

<https://ucsc.zoom.us/j/91959673475?pwd=N2FpZlNkRTVQdE5yeFJhdXdkLy9xZz09>

Meeting ID: 919 5967 3475; Passcode: 129070

sadhughe@ucsc.edu

Section: <https://ucsc.zoom.us/j/99560101559?pwd=TnNNTThBSmoyd1RZMEVCRUtlbkd3UT09>

Meeting ID: 995 6010 1559

Passcode: 487536

MEET YOUR TEACHING TEAM

Prof. Raila, Instructor: Hello! I am an Assistant Teaching Professor of Psychology. I got my Ph.D. in Clinical Psychology, which means I specialize in topics related to mental health. I study links between cognition (like visual attention and memory) and emotion – with a focus on how this plays out in emotional disorders (e.g., depression, OCD). I also teach PSYC 1, PSYC

170, and PSYC 179E. I love to travel (Jordan has been my favorite trip), waterski, and do escape rooms. Mental illness is my favorite topic in the field, and I'm excited for the quarter with you!

Roxy Davis, TA: Roxy is a former UCSC undergrad and transfer student, and now fifth year PhD student in the Psychology and Law lab. She studies the criminal legal system, particularly the criminalization of poverty and homelessness, from an abolitionist perspective. Before coming back to UCSC, she attended the University of Nevada-Reno's PhD program in clinical psychology (which she left after earning her MA), where she specialized in Dialectical Behavior Therapy for people diagnosed with Borderline Personality Disorder. In her time there, she delivered both individual and group therapy, and also ran UNR's Domestic Violence Treatment Program. Outside of work, Roxy loves making things, riding her motorcycle, and spending time with her girlfriend and two dogs. She loves connecting with students, so please feel free to stop by her office hour to chat, especially if you want to learn more about grad school/career paths in psychology or law, the criminal legal system, or abolition/defunding the police.

Sam Hughes, TA: Sam Hughes is a Ph.D. candidate who studies the psychology of kink, BDSM, and sexual fetishism. His current dissertation project is focused on exploring the lives and experiences of people who are sexually turned on by hypnosis, and his work often dovetails with clinical issues (such as depression and suicidality among sexual minorities) and the politics of diagnosis. In his spare time, Sam is also an avid gamer (including video games, board games, and tabletop RPGs), loves to cook, and spend quality time with friends (in person again now that he's vaccinated!). Sam is excited to TA this class again, and is looking forward to helping build a warm and welcoming learning environment for everyone in this course! If you are interested, Sam's published work is available here: <https://www.researchgate.net/profile/Sam-Hughes-12>

COURSE DESCRIPTION

In this course, you'll learn about approaches to diagnosing and treating mental illness. Clinical Psychology builds on topics from Abnormal Psychology, and it assumes an understanding of diagnostic criteria and clinical features of most psychopathological disorders. This course expands on those topics to cover issues of clinical interviewing and evidence-based therapeutic approaches to address various disorders. You will learn the principles and theory behind several psychotherapeutic approaches, with a focus on evidence-based interventions including cognitive behavior therapy (CBT), dialectical behavior therapy (DBT), and acceptance and commitment therapy (ACT). You will participate in interactive exercises, group discussions, and role plays in which you "play therapist" with one another. Assignments will include readings, case studies, and completion of CBT worksheets. The course offers an introduction to the real-life practice of psychotherapy and a "behind the scenes" glimpse into how therapists develop their treatments.

LEARNING OBJECTIVES

By the end of this course, you will be able to do the following:

- Describe and administer specific therapeutic skills from the CBT, DBT, and ACT “toolkits”
- Identify matches between specific emotional concerns and certain therapeutic approaches
- Understand the importance of evidence-based psychotherapy
- Administer a section of a structured diagnostic interview
- State the role of common factors (i.e., non-specific therapeutic skills like therapeutic alliance) and identify approaches that foster them
- Evaluate different theoretical explanations for the etiology – and reduction – of particular mental illness symptoms
- Become more sensitive to social, financial, and ethical issues in mental health treatment
- Master key terminology from the field
- Improve your ability to write for a clinical psychology audience

BOOKS

We will be reading a variety of sources this quarter. Some of the readings will be posted to Canvas, but you will need to buy three books for class (they total about \$60):

1. *Cognitive Behavior Therapy: Basics and Beyond (3rd ed)* by Judith Beck
2. *Maybe You Should Talk to Someone* by Lori Gottlieb
3. *Mind Over Mood (2nd ed)* by Greenberger & Pedesky (NOTE: This book should be purchased as a hard copy [not PDF] so that you can complete written exercises in it)

#1 and #3 are on Course Reserves at the UCSC library, should you refer to find them that way. For links to purchase them: https://canvas.ucsc.edu/courses/44038/pages/book-purchasing-info?module_item_id=467812

IS THIS CLASS SYNCHRONOUS?

Yes! Lectures will be held during their scheduled time and live. Your teaching team will try (as much as possible given the large course size) to respond to your questions in real time. You may also have break out room activities and in-class polling. Lectures will be uploaded to Yuja afterwards so that students can go back and review them if they wish; however I cannot guarantee how quickly they will be on the Yuja server and students should consider this a backup for lectures that they must miss. Thus, I highly recommend attending all lectures so that you don't miss the reading quizzes. Sometimes important announcements will be made in class (e.g., about exams or assignments).

Talk to me **by the end of the first day of class** if you anticipate having regular WiFi difficulties, living in a faraway time zone, having childcare or other dependent responsibilities, or having

another pandemic-related obstacle that prevents you from attending class at the normal time. If you do not speak to me early on, your grade may be affected by lecture absences, e.g., you will miss the reading quizzes and not be able to make them up.

Exams will also be taken synchronously. We will meet as usual on our regular Zoom meeting; this is largely so that I am available to answer questions about the exam as they arise. If you *cannot* make the scheduled exam time due to aforementioned pandemic-related obstacles, you must let us know *beforehand*; you will be allowed a 12-hour window (12 hours after the regular exam time) in which to take the exam, and it will still be timed.

COURSE REQUIREMENTS

Grades will be based on the following assignments:

I. SYLLABUS ATTESTATION (1%)

By 11:59 pm the day of our first class, you will read the syllabus in its entirety and complete an attestation on Canvas stating that you have read it and either understand it or have emailed your TA to clarify points of confusion.

II. READING/VIEWING QUIZZES (3 quizzes x 8% each = 24% total)

Readings (book chapters, articles) or viewings (movies) are due for each class, as listed in the syllabus (e.g., you should complete the *CBT: Basics and Beyond* and *How to Fail as a Therapist* reading any time *before* class on 6/24). Four times throughout the course, you will be given an unannounced quiz in class on the reading/viewing material due that day (e.g., on 6/24, you are liable to be tested on those readings). Of the four quizzes given, your top three grades will be counted, while your lowest grade will be dropped. This allows for you to do poorly on one quiz if you're unable to complete the readings that day or because you need to miss class on a day when a quiz is given. This allows for some leeway for yourself to have an unanticipated event (e.g., illness, family emergency) without being penalized. I recommend planning to complete all four quizzes in order to create some room for such an unanticipated event at some point during the quarter. **Importantly, there will be no extensions or make ups for these quizzes.** If you are absent on a day that one is given, you will receive a 0 for that day (remember there is a cushion so that you can get one 0 without being penalized). Thus, attendance enables you to complete the quizzes.

I recommend approaching the quizzes as though they are closed book. Because we are remote, they will technically be open book, but they will be timed such that you won't have time to go back and look up all the answers (e.g., you may have 5 min to answer 5-6 multiple choice questions), and you can likely only do well on them if you complete the reading ahead of time. Preparing for the quizzes by keeping up with the readings will also help prepare you for the exams.

III. PARTICIPATION (10%)

This class is large, but just small enough that we'll be able to get to know each other throughout the quarter, and the last hour of several classes will be smaller "discussion sections" with your TAs. You will do a variety of activities – including role plays, discussion of the readings, discussion of homework worksheets, and other activities. You are expected to attend all classes, and your attendance will be automatically recorded by Zoom (so sign in with your UCSC Zoom with your full name!). You can miss one class for an unanticipated event (e.g., illness, family emergency) without penalty. Missing more than one class could influence your grade, so let your teaching team know as soon as possible if you need to miss more than one (written documentation may be required).

Your TAs and I will also keep track of participation and will together determine a grade based on your engagement. The default grade will be 8/10; if you are a regular and insightful class contributor, you can earn up to 10/10; if you are often absent or we hardly know you're in class then you can earn more like a 7/10 (or less for frequent absences). If you have trouble speaking in class, then you can supplement your participation grade by coming to your TA's office hours to discuss content, or by emailing them a relevant media article, questions, or comments from class. The more you show engagement with the material, the higher your grade.

IV. HOMEWORK WORKSHEETS (5 X 1% EACH = 5%)

You will be given worksheets (which are actually versions of worksheets that patients complete in therapy) to complete at home. Upload them to Canvas before class on the day they are due so that your teaching team can mark them for completion. I recognize that they may include personal topics; know that we are merely skimming them for completeness rather than reading and grading them. At the same time, feel free to only include content that you are comfortable sharing with us.

V. FOUR PAGE LITERATURE REVIEW PAPER (20% for Paper + 9% for References Summary)

To give you a chance to actively investigate a topic in more depth, you will write one brief (4 pg double spaced, and no more than 5 pg – not including references or title page) research paper summarizing the literature on a psychotherapeutic intervention. You will find relevant articles on your own, and we will provide sample references to get you started. You must include *at least 4 references*. You will submit a references summary (below) beforehand.

Your references must be *scientific articles from peer-reviewed journals*. At least 2 of your 4 must be empirical articles (which report an original study conducted by the authors in Intro, Methods, Results, Discussion form), and you can also include review papers (which put together several empirical articles and note the state of the literature). Newspaper, magazine, or scientific blog articles can be used to help find studies or make certain points

(cite them if you use them), but they should not be used as a primary reference and will not count towards your count of 4 references. That is, if there is something interesting in a news article (e.g., in *The New York Times*) or a webpage (e.g., Wikipedia), find the primary source and then base your paper on that. Ask your TA if you're in doubt about the rigor of a source (e.g., *Psychological Science* or *Nature* are rigorous peer-reviewed journals, while *Cosmopolitan* or *Attention Magazine* are popular media).

Sample references will be posted on Canvas. You are welcome to use a sample reference, but it also does not count towards one of your 4 references.

To maximize your grade, the final paper must be more than a summary of what you've read. *Depth* is important, and it should include your critical opinion on the topic, evaluation of the research, suggestions for improvement, and/or future directions for the field. State your *thesis* clearly.

Topics: Please choose from one of the below. If there is another topic that you are passionate about investigating, email a TA to suggest it (they must approve it). Your topic must relate to a psychotherapeutic intervention and how well it works; therefore it must center around evidence-based therapies. In terms of answering the question "how well does it work?" citing *randomized controlled trials* or *meta-analyses* will be the strongest evidence that the treatment is efficacious:

- How are we harnessing virtual reality (VR) technology in therapy? What are we using it to do, and how well does it work?
- Although it's not a mental illness, school refusal is a big problem for kids. What are therapeutic approaches that help reduce school refusal, and how well do they work?
- What are the most effective non-pharmacological interventions for schizophrenia, and how well do they work?
- What are the most effective interventions for trauma, and how well do they work?
- What is attention bias modification, what disorders is it used for, and how well does it work?

Structure: Below is the suggested structure for your paper, which will help your ideas come across clearly:

- a) (~1/2 page) An introduction paragraph; one that compels the reader to care about the topic and gives a brief overview of what will be discussed
- b) (~1.5 pgs) A relatively brief synopsis of the 4+ papers, including what the investigators did (i.e., their methods), why they did so (e.g., what prior research had found), what their findings were (i.e., their results), and what their findings imply. Rather than summarizing one paper at a time, it is generally preferable to integrate them together and discuss one idea at a time (e.g., a paragraph noting that Treatment A is more effective for women, with the two studies that found that). Don't include

small details about the studies (e.g., number of participants) unless they're very relevant to your interpretation, but rather, provide an overview of what the research did and found.

- c) (~1/2 page) A discussion of how these papers, together, advance our understanding of how to treat mental illness – such as what they teach us about treatment for a disorder or who is likely to benefit from treatment
- d) (~1.5 pgs) A discussion of 1-2 of the following topics (choose the ones most relevant to your articles and that you think are most interesting to discuss):
 - a. A critique of major flaws that you noticed, including any notable limitations of the studies
 - b. A discussion of real life policy changes that should be made, given the findings from this research. Such changes can include public policy changes, organizational policy changes (e.g., a business, a university), health insurance policy changes, or other societal changes inspired by the findings of the research article
 - c. A discussion of lingering questions you have about this topic, or aspects of the disorder that you would like to see addressed by other research; a suggestion of directions for further investigation

Formatting: Use 12-point Times New Roman font with 1" margins. Put references on a separate page. You may use a title page if you wish, but you don't need to. Put COMMENTS on the front page (in the header) if you want comments on your work.

Grading: It will be graded on the following scale (out of 10 points). You will be provided more detailed grading information in class:

- 6.0-7.5 – Submitted; minimally meets requirements; lacks clarity/depth of thought
- 8.0-8.5 – Satisfactory; followed assignment directions well; solid
- 9.0-9.5 – Very good (Top ~25% but not top ~10%)
- 10.0 – Excellent (Top ~5-10%)

References Summary (9%): A couple weeks in advance of the paper deadline, you will submit a summary of 2 of your 4 references to your TA (at least 1 must be an empirical article rather than a review paper). This summary should include the APA-formatted reference for each article, followed by a 150–250 word description (in your own “plain English” words, as though you are describing the study to a fellow college student; do *not* use jargon out of context without defining what it is) of what the researchers did or found, and then a 100-150 word thoughtful reflection on the work. Overall, it will take the format “They did X, I think Y, because Z”. Your TA will then, within one week, provide high-level feedback on these references. Your summary will be graded for completeness, evidence of comprehension, and thoughtfulness.

Late policy: An assignment will lose 1 point for every 24 hours that it is late, starting 5 min after the submission deadline (i.e., a paper submitted 3 hours late that would have

typically received a 9 will receive an 8). Assignments submitted > 72 hours after the deadline will receive a 0. In the case of unforeseen emergencies that interfere with timely submission, please notify me as soon as possible and definitely before the deadline (I may still ask for a copy of what you've written so far). **Written documentation may be needed in these instances, and notification after the deadline has passed will not be accepted.**

APA Basics Checklist: Along with your paper, you will submit a copy of the APA Basics Checklist (https://canvas.ucsc.edu/courses/44038/files/4148713?module_item_id=467867) which helps you adhere to APA writing conventions. You will fill out the blank checklist and then turn in a checked-off version along with your final paper. Turning it in will be part of your grade.

VI. FINAL EXAM (26%)

We will take our final exam on our last day of class. It will be primarily multiple choice, along with some fill-in-the-blank and short answer. It will cover all course content, including both lecture and readings. It is designed more like a closed-book exam in that there will be far more questions in a limited time than you will have time to look up, but it is open-book in that you *can* use your book or notes for it. I *strongly* suggest studying for the exam as though it is closed-book, because you will not have time to rely on researching the answers. Make sure to take the exam on a laptop or computer (NOT your phone), as Canvas may glitch when taking exams by phone. I understand that there is a large volume of information to understand and remember, and successful students attend all classes and study the material throughout the quarter.

If you have special circumstances that render you unable to take the exam during the class time (e.g., you live in a far away time zone), we will make arrangements for you to take the exam another time; however, it must be submitted by 11:59 pm PT same day). If this is the case, you *must* let us know in advance. **Written documentation will almost always be needed in these instances** (e.g., a job interview that cannot be scheduled on a different date will require an email confirmation from the interviewer).

OVERALL GRADE BREAKDOWN

Syllabus Attestation	1%
Reading/Viewing Quizzes (8% each)	24%
Participation	10%
Homework worksheets	10%
Lit Review References Summary	9%
Literature Review Paper	20%
<u>Final Exam (cumulative)</u>	<u>26%</u>
Total:	100%

All assignments will receive a numbered grade (e.g. 8 out of 10 points). Final grade outcome is as follows:

$\geq 97.0\%$	= A+	77.0 – 79.99%	= C+
93.0 – 96.99%	= A	73.0 – 76.99%	= C
90.0 – 92.99%	= A-	70.0 – 72.99%	= C-
87.0 – 89.99%	= B+	60.0 – 69.99%	= D
83.0 – 86.99%	= B	$\leq 59.99\%$	= F
80.0 – 82.99%	= B-		

Please Note: If you are taking the course PASS-FAIL, C and above is passing; C- and below is failing. C- grades will not satisfy pre-requisites, GE requirements, or major requirements; students may repeat courses in which they receive a grade of C- or below.

ZOOM ETIQUETTE

I prefer you keep your Zoom cameras on during course activities, mostly because I know it is much harder to pay attention with your camera off – and I'd rather you be incentivized to be present and attentive all quarter. Keeping your camera on also benefits you by letting your teaching team get to know you a bit; you will be easier to remember if we see your face (it's just how brains work), so we'll be better able to associate your insightful comments with the right person. I especially prefer cameras on when you are in breakout rooms. For those, you are expected to keep your camera on so that you can interact more effectively with your classmates and foster a sense of community. Showing up in a breakout room of all cameras off feels crappy and doesn't motivate learning. On Zoom chat, keep content respectful, appropriate, and relevant to class. This policy is subject to change.

INTERACTING WITH YOUR TEACHING TEAM

If you have a small logistical question ("What's the policy on extensions? How many questions did you say are on the final?"), check on it in the syllabus or first ask a classmate if they know the answer. If you have a bigger logistical question ("How do I structure my paper? How do I find peer-reviewed scientific articles?"), consider your TA to be your first line of communication. Importantly, content questions are for office hours, NOT for email! If you expect an email response to be longer than 2-3 sentences, you should come to office hours to ask it. If you have a time conflict with office hours, appointments are available by request. Remember that should you begin to struggle in this course, it is always better to talk to us about it sooner rather than later. If you have a topical question ("How do you do reappraisal for someone whose circumstances are objectively difficult?"), want to discuss the field ("What kind of graduate programs in psychology are there?"), get to know your instructor, or discuss your thoughts on class content, Prof. Raila is excited to meet with you.

COURSE SCHEDULE

Week	Session	Topic	Readings due <i>before</i> class	Notes
1	Tues, Jun 22	Welcome and Orientation! What is evidence-based psychotherapy?	<p>1. The evidence-based medicine pyramid (1 pg) https://libguides.rutgers.edu/c.php?g=795940&p=6235568</p> <p>2. Hoffman et al. (2012) "The efficacy of CBT: A review of meta-analyses" (10 pgs / 45 min)</p> <p>3. CBT: Basics and Beyond (55 pgs / 2.5 hrs) Pg. 1-25; 87-116 (Chapters 1, 2, 6) "Intro to CBT," "Overview of Treatment," "First Therapy Session"</p> <p>4. How to Fail as a Therapist (5 pgs / 15 min) Pg. 55-59 (Chapter 5) "Science"</p>	Syllabus Attestation due 11:59 pm
	Thu, Jun 24	Diagnosis + The SCID Historical and psychodynamic perspectives <i>Sam Hughes guest lecture</i>	<p>1. CBT: Basics and Beyond (56 pgs / 2.5 hrs) Pg. 56-86; 174-191; 379-385 (Chapters 4, 5, 10; Appendix B) "Therapeutic Relationship," "Evaluation Session," "Structuring Sessions," "Case Write Up"</p> <p>2. How to Fail as a Therapist (26 pgs / 1 hr) Pg. 9-34 (Chapters 1-2) "The Intake Process," "Assessments"</p>	Last drop day is June 28 th
2	Tue, Jun 29	Common factors OARS Motivational interviewing	<p>1. Maybe You Should Talk to Someone (116 pgs / 4 hrs) Pg. 3-118 (Part I)</p> <p>2. How to Fail as a Therapist (20 pgs / 1 hr) Pg. 35-54 (Chapters 3-4) "Therapist-Client Relationship," "Collaboration"</p>	
	Thu, Jul 1	Socratic method Ethical issues Therapist self-disclosure	<p>1. Maybe You Should Talk to Someone (98 pgs / 3 hrs) Pg. 119-216 (Part II)</p> <p>2. How to Fail as a Therapist? (6 pgs / 15 min) Pg. 71-76 (Chapter 7) "Compliance with Assignments"</p>	Summary of two references due 11:59 pm

3	Tue, Jul 6	CBT I (Thought tracking and challenging)	<p>1. CBT: Basics and Beyond (47 pgs / 2.5 hrs) Pg. 26-55; 210-272 (Chapters 3, 12-15) “Cognitive Conceptualization,” “Emotions,” “Evaluating Automatic Thoughts,” “Responding to Automatic Thoughts”</p> <p>2. Mind over Mood (47 pgs / 2.5 hrs) Pg. 5-32; 50-68 (Chapters 2-4, 7) “Understanding Your Problems,” “It’s the Thought that Counts,” “Identifying Moods,” “Automatic Thoughts”</p> <p>3. Video (7 min): “CBT Demo” https://www.youtube.com/watch?v=sW5HDbm09ZE</p> <p>4. Video (12 min): “Role Play: CBT” http://www.youtube.com/watch?v=x7HJmVx3qN4</p>	Automatic Thought Tracker due before class
	Thu, Jul 8	CBT II (Core beliefs)	<p>1. CBT: Basics and Beyond (40 pgs / 2 hrs) Pg. 282-321 (Chapters 17-18) “Intro to beliefs” and “Modifying beliefs”</p> <p>2. Mind over Mood (36 pgs / 2 hrs) Pg. 69-85; 95-113 (Chapters 8 [most], 9) “Where’s the Evidence?,” “Alternative or Balanced Thinking”</p>	Automatic Thought Record due before class
4	Tue, Jul 13	CBT III (Behavioral activation + Exposure)	<p>1. CBT: Basics and Beyond (43 pgs / 2 hrs) Pg. 117-159 (Chapter 7-9) “Activity Scheduling,” “Action Plans”</p> <p>2. NYT “With short, intense sessions, some patients finish therapy in weeks” (5 pgs / 10 min)</p> <p>3. The Atlantic “When Pain is the Best Therapy” (2 pgs / 5 min)</p> <p>4. The Atlantic “The Only Cure for OCD” (6 pgs / 15 min)</p> <p>5. Cuijpers et al (2007) “Behavioral activation treatments of depression” (8 pgs / 40 min)</p> <p>6. Video (9 min): “Exposure Therapy OCD” https://www.youtube.com/watch?v=yss0L517rpY</p>	<p>Behavior Tracker due before class</p> <p>Grad school + careers Q+A</p>

	<p style="text-align: center;">Thu, Jul 15</p>	<p style="text-align: center;">Dialectical behavior therapy (DBT)</p> <p style="text-align: center;"><i>Roxy Davis guest lecture</i></p>	<ol style="list-style-type: none"> <li style="text-align: center;">1. Fruzetti et al. (2009) "Emotion Regulation" (11 pgs / 45 min) <li style="text-align: center;">2. NYT "Expert on Mental Illness Reveals Her Own Fight" (6 pgs / 15 min) <li style="text-align: center;">3. Mindfulness handouts from <i>DBT Handouts and Worksheets</i> (7 pgs / 15 min) Goals of Mindfulness, What Is Mindfulness <li style="text-align: center;">4. Distress Tolerance teaching notes from <i>DBT Skills Training Manual</i> (19 pgs / 1 hr) Crisis Survival, STOP, Pros and Cons, TIP <li style="text-align: center;">5. Distress Tolerance handouts from <i>DBT Handouts and Worksheets</i> (8 pgs / 30 min) Crisis Survival, STOP, Pros and Cons, TIP, Self-soothe, Urge surfing <li style="text-align: center;">6. Emotion Regulation teaching notes from <i>DBT Skills Training Manual</i> (2nd ed) (28 pgs / 1.5 hrs) Goals, Model of Emotions, Opposite Action 	<p style="text-align: center;">Chain Analysis worksheet due before class</p> <p style="text-align: center;">Peer-to- peer feedback</p>
<p style="text-align: center;">5</p>	<p style="text-align: center;">Tue, Jul 20</p>	<p style="text-align: center;">Mindfulness- based therapies (MBSR and ACT)</p> <p style="text-align: center;">Treatment Termination</p>	<ol style="list-style-type: none"> <li style="text-align: center;">1. 6 core processes of ACT from <i>PsychCentral</i> (4 pgs / 10 min) <li style="text-align: center;">2. Assorted Mindfulness Readings Packet (6 pgs / 15 min) <li style="text-align: center;">3. Acceptance and Commitment Therapy (40 pgs / 1.5 hrs) Pg. 19-24; 201-219; 270-284 (Chapters 1, 7, 10) "Human Suffering," "Present-Moment Awareness," "Acceptance" <li style="text-align: center;">4. Get Out of Your Mind and into Your Life (18 pgs / 1 hr) Pg. 69-86 (Chapter 6) "Having a Thought Versus Buying a Thought" <li style="text-align: center;">5. CBT: Basics and Beyond (12 pgs / 30 min) Pg. 353-364 (Chapter 21) "Termination and Relapse Prevention" 	<p style="text-align: center;">Labeling Your Thoughts worksheet due in class</p> <p style="text-align: center;">Final Lit Review Paper due 11:59 pm</p>

	Thu, Jul 22	Final Exam	Study!	Exam
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RULES, REGULATIONS, & IMPORTANT NOTES

1. Remember that UCSC has subscribed to a tradition of honor since its founding. All students pledge their academic integrity on every piece of work submitted. In addition, students pledge not to tolerate violations of academic honor by their peers. All assignments should reflect only the work of the individual student who claims credit for the work. For more information on academic integrity, see <https://registrar.ucsc.edu/navigator/section1/academic-integrity.html>. For more on APA style citations, see https://owl.purdue.edu/owl/research_and_citation/apa_style/
2. Students are responsible for all assigned readings and all material covered in class, even on days when they may happen to be absent.
3. Students with disabilities: UCSC is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to your instructor by email preferably *within the first two weeks of the quarter*. I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or email at drc@ucsc.edu
4. Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling 831-502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential counseling support at 831-459-2628. You can also report gender discrimination directly to the University's Title IX Office at 831-459-2462. Reports to law enforcement can be made to UCPD at 831-459-2231 ext 1. For emergencies call 911.

PSYCHOLOGY DEPARTMENT ADVISING

Declared cognitive science and psychology majors are added to the psychugrads@ucsc.edu alias and will receive emails from psychology advising (psyadv@ucsc.edu). Read these emails carefully, as they contain important info about enrollment, undergraduate opportunities, and other topics. If you are a declared cognitive science or psychology major and have NOT received emails by the second week of the quarter, please email psyadv@ucsc.edu. In addition, you can find answers to common questions, an enrollment help page, and info on advising availability at psychology.ucsc.edu/undergraduate/advising/index.html. The department also posts announcements from other campus departments and organizations on our Facebook page, which serves as a virtual bulletin board: facebook.com/UCSCPsychologyDepartment.

*The instructor reserves the right to make changes in this outline as needed.
Any such changes will be announced in class.*