

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 2022, Tu/Thu, 9 am – 12:30 pm
Canvas: <https://canvas.ucsc.edu/courses/44038>
Zoom: <https://ucsc.zoom.us/j/98701253880?pwd=UHdCYm01Z1JlUUhNMVhiMHkzdmp2QT09>
Meeting ID: 987 0125 3880
Passcode: 123

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

Office Zoom: <https://ucsc.zoom.us/j/8315266022?pwd=NkxyV0NBSWZzdGhub2tjRGNXtIITUT09>
Meeting ID: 831 526 6022 (or “hraila”); Passcode: 123

TEACHING ASSISTANTS (TAs):

Moira Davis (she/her) (for students whose last names begin A-L)

Office hours: Wednesdays, 10:30-11:30 am

<https://ucsc.zoom.us/j/96772609046?pwd=YXVUQis4LzkxbHY2UitJWVEzMGpMdz09>

Meeting ID: 967 7260 9046; Passcode: TBA

mondavis@ucsc.edu

Section Zoom link: Same Zoom as office!

Logan Barsigian (they/them) (for students whose last names begin M-Z)

Office hours: Mondays, 12-1 pm

<https://ucsc.zoom.us/j/91922294547?pwd=MDZNNzZza2haQlJqMkVXd2pGVjA3UT09>

Meeting ID: 919 2229 4547; Passcode: 938194

lbarsigi@ucsc.edu

Section Zoom link: Same Zoom as office!

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 and Myanmar have been my favorite trips). Mental illness is my favorite topic in the field, and I’m excited for the quarter with you!

Moira Davis, TA: Hi! I am a PhD student in Social Psychology. I study institutions, and am currently researching prisons’ dependence on solitary confinement as a response to sexual violence, with particular attention to policies that have led to the overrepresentation of LGBTQ

prisoners. I graduated from Berkeley in 2018 with a BA in Legal Studies and a BS in Society and Environment. In my spare time, I teach yoga, hike with my dog, and rock climb!

Logan Barsigian, TA: Hi everyone! I am a graduate student in social psychology working with Phil Hammack. My focus is on gender and sexual diversity, with particular attention to cultural and individual narratives about these topics and generational continuity and change. I have a strong focus in qualitative psychology and hold a master's degree in counseling, which I'm happy to talk with you about in addition to course material. I am originally from Scranton, PA (home of The Office) and I have a cat named Stella.

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 \$70):

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.

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. I highly recommend attending all lectures, in part so that you don't miss the reading quizzes. Sometimes important announcements will be made in class (e.g., about exams or assignments). Your grade will very likely 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. For exams, 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 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. Due dates for all assignments can be found under Course Schedule, in the column called Notes:

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* readings any time *before* our second class of Week One). Four times throughout the course, you will be given an unannounced quiz in class on the reading/viewing material due that day (e.g., in our second class of Week One, 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 readings ahead of time. Preparing for the quizzes by keeping up with the readings will also help prepare you for the final exam.

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 "discussion section" for an unanticipated event (e.g., illness, family emergency) without penalty, but missing more than one could influence your grade, so let your TA know as soon as possible if you need to miss (written documentation will 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.

Your participation grade primarily encompasses participation in discussion sections. However, if you are on the line for your section participation grade, you may be bumped up if you were clearly engaged and attending during class as well.

IV. HOMEWORK WORKSHEETS (5 X 2% EACH = 10%)

You will be given five worksheets (which are actually versions of worksheets that patients complete in therapy) throughout the course, 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 reflecting on their content. 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. 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. State your *thesis* clearly. *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.

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 (i.e., treatments other than medication) 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 notable limitations of the studies
 - b. Suggestion(s) 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 which aspects of the treatment or disorder 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 few 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 [with intro, methods, results, discussion] rather than a review paper [which summarizes existing studies but does not collect new data]). Each summary should include the APA-formatted reference for each article, followed by 1) a 150–250 word description in your own “plain English” words, as though you are describing it 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 2) a 100-150 word thoughtful reflection on the work and your initial response to it. 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 (e.g., hospitalization), 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 will almost always 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/55145/files/5800302?module_item_id=757216) 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/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 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

Try to keep your Zoom cameras on during course activities. Keeping your camera on benefits you by letting your teaching team get to know you a bit; you will be easier to remember if they see your face (it's just how brains work), so they'll be better able to associate your insightful comments with the right person, which is very likely to boost your participation grade. We *especially* prefer cameras on when you are in breakout rooms 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 makes us feel distant and doesn't motivate learning. On Zoom chat, keep content respectful, appropriate, and relevant to class.

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 sentences, you should come to office hours to ask it. If you have a time conflict with office hours, appointments are available by request, or hang back after class to clarify. Remember that should you begin to struggle in this course, it is always better to talk to your teaching team 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 21	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 assignment due 11:59 pm on 6/21

	<p>Thu, Jun 23</p>	<p>Diagnosis + The SCID</p> <p>Theoretical perspectives</p> <p>Levels of care (e.g., inpatient)</p>	<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>	<p>Last drop day is 6/27</p>
2	<p>Tue, Jun 28</p>	<p>Common factors</p> <p>Socratic method</p> <p>Therapeutic alliance, OARS</p> <p>Motivational interviewing</p>	<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>	
	<p>Thu, Jun 30</p>	<p>Therapist self-disclosure</p> <p>Ethical issues</p> <p>Validation</p> <p>Compliance with assignments</p>	<p>1. Maybe You Should Talk to Someone (98 pgs / 3 hrs) Pg. 119-214 (Part II)</p> <p>2. How to Fail as a Therapist? (6 pgs / 15 min) Pg. 71-76 (Chapter 7) "Compliance with Assignments"</p>	<p>References summary assignment due 11:59 pm on 7/1</p>
3	<p>Tue, Jul 5</p>	<p>CBT I (Thought tracking and challenging)</p>	<p>1. CBT: Basics and Beyond (47 pgs / 2.5 hrs) Pg. 26-55; 210-272 (Chapters 3, 12-15) "Cognitive Conceptualization," "Identifying Automatic Thoughts," "Emotions," "Evaluating Auto Thoughts," "Responding to Auto 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>	<p>HW#1 (Automatic Thought Tracker) due before class</p>

	Thu, Jul 7	CBT II (Core beliefs)	<p>1. CBT: Basics and Beyond (40 pgs / 2 hrs) Pg. 282-321 (Chapters 17-18) "Intro to beliefs," "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>	HW #2 (Automatic Thought Record) due before class
4	Tue, Jul 12	CBT III (Behavioral activation + Exposure)	<p>1. CBT: Basics and Beyond (43 pgs / 2 hrs) Pg. 117-159 (Chapter 7-8) "Activity Scheduling," "Action Plans"</p> <p>2. Cuijpers et al (2007) "Behavioral activation treatments of depression" (8 pgs / 40 min)</p> <p>3. The Atlantic "The Only Cure for OCD" (6 pgs / 15 min)</p> <p>4. This American Life Podcast (7 min): "There I fixed it" prologue, Sam's story https://www.thisamericanlife.org/740/there-i-fixed-it</p> <p>5. NYT "With short, intense sessions, some patients finish therapy in weeks" (5 pgs / 10 min)</p> <p>6. The Atlantic "When Pain is the Best Therapy" (2 pgs / 5 min)</p> <p>7. Video (9 min): "Exposure Therapy OCD" https://www.youtube.com/watch?v=yss0L517rpY</p>	HW #3 (Behavior Tracker) due before class Grad school + careers Q+A

	<p style="text-align: center;">Thu, Jul 14</p>	<p style="text-align: center;">Dialectical behavior therapy (DBT)</p> <p style="text-align: center;">Mindfulness, Distress tolerance, Interpersonal effectiveness</p>	<ol style="list-style-type: none"> 1. Mindfulness handouts from <i>DBT Handouts and Worksheets</i> (7 pgs / 15 min) Goals of Mindfulness, What Is Mindfulness 2. Fruzetti et al. (2009) "Emotion Regulation" (11 pgs / 45 min) 3. Intro to DBT from <i>DBT Skills Training Manual</i> (10 pgs / 45 min) 4. NYT "Expert on Mental Illness Reveals Her Own Fight" (6 pgs / 15 min) 5. Distress Tolerance teaching notes from <i>DBT Skills Training Manual</i> (19 pgs / 1 hr) Crisis Survival, STOP, Pros and Cons, TIP 6. 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 7. 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;">HW #4 (Chain Analysis) due before class</p> <p style="text-align: center;">Final Lit Review Paper due 11:59 pm on 7/17</p>
<p style="text-align: center;">5</p>	<p style="text-align: center;">Tue, Jul 19</p>	<p style="text-align: center;">DBT (Emotion regulation)</p> <p style="text-align: center;">Mindfulness- based therapies (ACT)</p> <p style="text-align: center;">Treatment Termination</p>	<ol style="list-style-type: none"> 1. 6 core processes of ACT from <i>PsychCentral</i> (4 pgs / 10 min) 2. Assorted Mindfulness Readings Packet (6 pgs / 15 min) 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" 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" 5. CBT: Basics and Beyond (12 pgs / 30 min) Pg. 353-364 (Chapter 21) "Termination and Relapse Prevention" 	<p style="text-align: center;">HW #5 (Labeling Your Thoughts) due before class</p>

	Thu, Jul 21	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*. All students who may benefit from learning more about DRC services are encouraged to contact DRC by phone at 831-459-2089 or email at drc@ucsc.edu
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1. 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.
 2. There is a range of campus resources that can be helpful if you're struggling in class or otherwise. These include (1) Ask a Slug, a peer-support network to help you find assistance, (2) Slug Support, designed to support students struggling with financial, housing, or food insecurity, (3) Small Group Tutoring, which designs inclusive learning environments outside the classroom and can be signed up for via TutorTrac, and (4) Counseling and Psychological Services (CAPS), which provides a range of mental health and wellness services.

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.*