

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 2024, Tu/Thu, 9 am – 12:30 pm
Canvas: <https://canvas.ucsc.edu/courses/74577>
Zoom: <https://ucsc.zoom.us/j/98701253880?pwd=UHdCYm01Z1JlUlhNMVhiMHkzdmp2OT09>
Meeting ID: 987 0125 3880
Passcode: 123

Office Hours: Thursdays, 1-2 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):

Ashlee Brown

Office hours: Tuesdays, 3-4 pm
<https://ucsc.zoom.us/j/4142692594?pwd=OXusMSPa3bDiSsR0baoSHgwSwwdqdB.1>
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aslabrow@ucsc.edu
Section Zoom link: Same Zoom as office!
Ashlee’s 11:30 section is for last names A-C; 12:15 is for last names D-J

Moira Davis

Office hours: Wednesdays, 11 am–12 pm
<https://ucsc.zoom.us/j/7904431751?pwd=QkVLVXNMTytGRWpBWStWMDlweIhtZz09&omn=94975769033>
Meeting ID: 790 443 1751; Passcode: 2727
mondavis@ucsc.edu
Section Zoom link: Same Zoom as office!
Moira’s 11:30 section is for last names K-P; 12:15 is for last names Q-Z

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!

Ashlee Brown, TA: Ashlee is a first-year PhD student in Social Psychology. Her research interests include intergroup relations, environmental inequality, and critical race psychology. In her free time, she likes to draw and play video games. Her fun fact is that she has a twin sister.

Moira Davis, TA: Moira is a fourth-year PhD student in Social Psychology. Her research is focused on prisons and the social psychology of institutionalization. She is a yoga instructor, and in her spare time enjoys performing aerial arts. She also has a husky that may make guest appearances in the background of her remote office hours!

COURSE DESCRIPTION

In this course, you'll learn about approaches to diagnosing and treating mental illness. Clinical Psychology assumes a basic understanding of diagnostic criteria and clinical features of many psychopathological disorders (from PSYC 1 and/or PSYC 170). 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 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) to respond to your questions in real time. You may also have break out room activities and in-class polling. Due in part to the sensitive nature of content that is shared, *lectures will not be recorded*. I highly recommend attending all lectures, in part so that you don't miss the reading quizzes. Often, important announcements will be made in class (e.g., about exams or assignments), and I cannot guarantee that they will also be announced in writing. Your grade will very likely be affected by lecture absences, e.g., you will miss the reading quizzes and will not be able to make them up, or you will miss announcements about assignments. Quizzes and exams will also be taken synchronously.

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. Quizzes will be *proctored through Zoom*, so you'll need a *webcam*, and you'll need to *take all quizzes on a laptop or computer* (NOT your phone).

This allows for leeway for you 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, because of the already built-in leeway, there will be no extensions or make ups for these quizzes.** If you miss one, 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. Being incentivized to keep up with the readings will also help prepare you for the final exam.

Prepare for the quizzes as though they are closed-book. Because we are remote, you can prepare physical notes, but you *cannot use the internet* and 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 4 min to

answer 6 questions). Students find that you must complete the readings ahead of time to do well on them.

III. PARTICIPATION (10%)

This last portion of several classes (usually on Thursdays) will be “discussion sections” with your TA. Any day that section is held, *one will be 11:30am - 12:10 pm; the other 12:15-12:55 pm*. You’ll be randomly assigned to one of the two. 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!). Missing sections will negatively influence your grade, so let your TA know as soon as possible if you need to miss for an unanticipated emergency (e.g., hospitalization; written documentation will be required).

Your TAs will keep track of participation and determine a grade based on your engagement. The default grade will be 8/10; if you are a regular and insightful contributor, you can earn up to 10/10; if you are often absent or we hardly know you’re present then you can earn more like a 6 or 7/10 (or less for frequent absences). If public speaking is difficult for you (e.g., you are shy), 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 when 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 marking them for completeness more than 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), you can 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 *The Cut* 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: Choose from one of the below. *Put your chosen topic as part of the title of your paper.* 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:

1. How are we harnessing virtual reality (VR) technology in therapy? What are we using it to do, and how well does it work?
2. 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?
3. What are the most effective non-pharmacological interventions (i.e., treatments other than medication) for schizophrenia, and how well do they work?
4. What is one of the most effective interventions for trauma/PTSD, and how well does it work?
5. 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, number of questions in a questionnaire) unless they're very relevant to your interpretation. 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 next research directions

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.

Uploading references: When you submit each assignment, you will also *upload the PDFs of all cited manuscripts (i.e., peer-reviewed, scientific papers)* to Canvas. Upload not just the abstract, but the entire manuscript (which is typically 10-50 pages per paper). This enables your TA to check them for validity while grading your paper.

Getting comments: On your references summary (described below), your TA will provide comments to everyone, as they may be helpful to make improvements on your second paper. On your final paper, put COMMENTS on the front page if you want comments on your assignment. Otherwise, you will get graded but will not get comments.

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%): Earlier on in class, 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.**

AI policy: In this class, you must complete your work *without* using AI-generated tools (e.g., ChatGPT) to think through or draft your assignments. There is one exception: you are welcome to use AI tools for pre-submission editing (e.g., grammar check). If you submit work that appears to have been written using AI tools, I will ask you to meet with me to orally narrate your thinking process and explain the content that you have written. If, after our conversation, I conclude that it is more likely than not that you did *not* personally complete an assignment you submitted under your name, I will refer you to your college provost for further conversation. Accordingly, when you submit your references summary and your paper, ***you must also make your TA “editor” on your Google Doc so that they can see version history*** from whenever you began the assignment. This can be referenced in the event that AI use is suspected. To share, on the Google Doc click “Share” in the top right and add your TA’s email address as an editor. Then, insert the link to your Google Doc as a “comment” on the Canvas assignment. If you have questions about AI use or proper attribution of other people’s work, please ask.

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 like a closed-book exam, so prepare for it the way you would a closed-book exam. Because we are remote, you can prepare physical notes, but you *cannot use the internet* and the exam will be timed such that you won’t have time to go back and look up many answers. It will be *proctored through Zoom*, so you’ll need a *webcam*, and you’ll need to *take the exam on a laptop or computer* (NOT your

phone). 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 complete an assignment (e.g., paper, test) you **must** let us know in advance. **Written documentation will be needed in these instances** (e.g., a job interview that cannot be rescheduled will require an email confirmation from the interviewer).

OVERALL GRADE BREAKDOWN

Syllabus Attestation	1%
Reading/Viewing Quizzes (8% each)	24%
Participation	10%
Homework worksheets (2% each)	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

Keeping your Zoom 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. 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 25	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) (10 pgs / 45 min) "The efficacy of CBT: A review of meta-analyses"</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 today 11:59 pm
	Thu, Jun 27	Diagnosis + The SCID Levels of care (e.g., inpatient) Theoretical Perspectives	<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 around now
2	Tue, Jul 2	Socratic method Therapeutic alliance, 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>	References summary assignment due 11:59 pm on 7/6
	*** Wed, Jul 3 ***	Therapist self-disclosure Ethical issues Validation Compliance with assignments	<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>	***** CLASS MOVED DUE TO JULY 4TH *****

3	Tue, Jul 9	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," "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>	HW#1 (Automatic Thought Tracker) due 11:59 pm on 7/8
	Thu, Jul 11	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 11:59 pm on 7/10
4	Tue, Jul 16	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) (8 pgs / 40 min) "Behavioral activation treatments of depression"</p> <p>3. The Atlantic (6 pgs / 15 min) "The Only Cure for OCD"</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 (5 pgs / 10 min) "With short, intense sessions, some patients"</p> <p>6. Obsessed Season 2 Episode 8 (44 min): "Mark & Sarihn"</p> <p>7. The Atlantic (2 pgs / 5 min) "When Pain is the Best Therapy"</p> <p>8. Video (9 min): "Exposure Therapy OCD" https://www.youtube.com/watch?v=yss0L517rpY</p>	HW #3 (Behavior Tracker) due 11:59 pm on 7/15 Grad school + careers Q+A this week

4	Thu, Jul 18	<p>Dialectical behavior therapy (DBT)</p> <p>Mindfulness, Distress tolerance, Interpersonal effectiveness</p>	<p>1. Mindfulness handouts from <i>DBT Handouts and Worksheets</i> (7 pgs / 15 min) Goals of Mindfulness, What Is Mindfulness</p> <p>2. Fruzetti et al. (2009) (11 pgs / 45 min) “Emotion Regulation”</p> <p>3. Intro to DBT from <i>DBT Skills Training Manual</i> (10 pgs / 45 min)</p> <p>4. NYT (6 pgs / 15 min) “Expert on Mental Illness Reveals Her Own Fight”</p> <p>5. Distress Tolerance teaching notes from <i>DBT Skills Training Manual</i> (19 pgs / 1 hr) Crisis Survival, STOP, Pros and Cons, TIP</p> <p>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</p> <p>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>	<p>HW #4 (Chain Analysis) due 11:59 pm on 7/17</p> <p>Final Lit Review Paper due 11:59 pm on 7/20</p>
5	Tue, Jul 23	<p>DBT (Emotion regulation)</p> <p>Mindfulness-based therapies (ACT)</p> <p>Treatment Termination</p>	<p>1. 6 core processes of ACT from <i>PsychCentral</i> (4 pgs / 10 min)</p> <p>2. Assorted Mindfulness Readings Packet (6 pgs / 15 min)</p> <p>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”</p> <p>Kazdin (2024) (19 pgs / 40 min) “Interventions in everyday life to improve mental health”</p> <p>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”</p> <p>5. CBT: Basics and Beyond (12 pgs / 30 min) Pg. 353-364 (Chapter 21) “Termination and Relapse Prevention”</p>	<p>HW #5 (Labeling Your Thoughts) due 11:59 pm on 7/22</p>

	Thu, Jul 25	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.*