Psych 5610: Emotion Regulation: From Basic Science to Clinical Applications
Spring 2015

Attention!

This is a representative syllabus. The syllabus for the course when you enroll may be different. Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements of a given semester.

Objectives

• The last decade has been characterized by a growing interest in the process by which individuals manage – or regulate – their emotions in order to respond to the challenges posed by the environment. The study of emotion regulation has grown exponentially, both in the basic and clinical literatures. Yet, many questions remain unanswered. What does it mean to regulate an emotion? How is emotion regulation different from the process by which emotions are generated? Can emotion regulation occur unconsciously/automatically? What are the motives underlying emotion regulation? What are the main contextual factors that influence this process? How can the emotion regulation framework help us understand dysfunction within the context of mental disorders? How can emotion regulation be incorporated in psychosocial treatments?

• In this course, we will seek to address such issues through weekly readings and in-class discussions. We will start with questions that are best addressed in the basic science literature (e.g., “what is emotion regulation?”) and will end with those that highlight the complexities of studying mental disorders (e.g., “what are the main emotion regulation deficits in the anxiety disorders?”). In line with an integrative approach, each week we will draw from the basic and clinical literature by reading theoretical and empirical articles and book chapters. You will be required to write brief weekly reading reactions, participate actively in discussion, and take three non-cumulative exams.

• It is my hope that by the end of the course you will have a much more in-depth understanding of importance of adopting an emotion regulation framework to study normative and pathological psychological processes.
Readings & Class Format

- Readings will be posted on Carmen and will consist of review articles, book and textbook chapters, and empirical studies (see tentative list below). There will be no textbook for this course.
- Each class will consist of a brief lecture followed by a group discussion.

Grading

1. Reading Reactions

Since the format of the class involves participation and discussion, it will be vital for you to read the assignments weekly. To facilitate class discussion, everyone will be required to write reactions to specific readings. Such reactions will constitute an opportunity for you to explore issues that were raised in the readings.

Reactions should be brief (approximately 500 words) and should consist of two sections: 1) reflections (e.g., what interested you the most? What was wrong/right with the arguments espoused? How does the material relate to your own research interests?), and 2) three discussion questions for class (e.g., what would you like learn more about? What issues would you like to discuss with the class. Reading reactions that do not encompass both sections will not receive full credit. On some weeks, I will provide you with specific prompts.

All reactions should be sent to me via email with a subject heading of “READING REACTIONS WEEK X.” The reactions should be sent as part of the email text (i.e., NOT as an attachment). Reactions must be submitted by Sunday at midnight at the latest. Late submissions will NOT be accepted.

2. Class Attendance & Participation

As mentioned above, participation in class is extremely important. To that end, attendance to class is mandatory and it will be taken into account for your final grade calculation.

3. Exams

The class will have three non-cumulative exams.

4. Extra Credit: There will be two opportunities for extra credit (5 points) that will entail finding media portrayals of emotion regulation.

Reading reactions: 2 points for each of the 11 weeks = 22 points
Class participation: 1 point for each of the 25 lectures = 25 points
Exams: 50 points for each of the 3 exams = 150 points
Total points: 197
(Extra Credit: 5 points for each of 2 opportunities = 10 points)
Your final grade will be based on the percentage of points you get
90-100 %: A range; 80-89%: B range; 70-79%: C range; 60-69% D range; 59% or less: Fail

Additional Considerations

• Special accommodations: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/.
• Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf.

Class Schedule and Readings

Each week, we will have two kinds of readings:

• **Conceptual Papers:** These are mandatory. Please base your weekly response on these papers. I have listed them in the suggested order in which you should read them. You could be tested on any of the material covered in these papers, regardless of whether we discussed those ideas in class.

• **Empirical Papers:** These are optional. We will be discussing these studies in class. You will NOT be tested on any material that is covered in these papers and not in class.

Note: as the semester progresses, I might make some changes to the reading list. I will post such announcements through Carmen.
PART 1: CONCEPTUALIZING EMOTION REGULATION

Lecture 1 (January 13th & 15th): What are emotions?
• Conceptual Papers

Lecture 2 (January 20th & 22nd): What is emotion regulation?
• Conceptual Papers
• Empirical Papers

Lecture 3 (January 27th & 29th): How is emotion regulation different from related constructs? Part 1: Defenses, Coping, Emotional Intelligence, Self-Regulation
• Conceptual Papers

- Empirical Papers

Lecture 4 (February 3rd): In-class discussion and exam review.
February 5th: EXAM

PART 2: MECHANISMS UNDERLYING EMOTION REGULATION

Lecture 4 (February 10th and 12th): What is the role of mindfulness in emotion regulation?

- Conceptual Papers

- Empirical Papers


**Lecture 5 (February 17th & 19th): Can emotion regulation be automatic?**

- **Conceptual Papers**

- **Empirical Papers**

**Lecture 6 (February 24th & 26th): Can emotion regulation be interpersonal?**

- **Conceptual papers**

- **Empirical papers**

**Lecture 8 (March 3rd): In-class discussion and exam review.**

**March 5th: EXAM**

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### PART 3: CONTEXT & EMOTION REGULATION

**Lecture 7 (March 10th and 12th): How does development influence emotion regulation?**

- **Conceptual Papers**

- **Empirical Papers**
Lecture 8 (March 24th and 26th): How do gender and culture influence emotion regulation?

- Conceptual Papers

- Empirical Papers

Lecture 9 (March 31st and April 2nd): What is emotion regulation flexibility?

- Conceptual Papers

- Empirical Papers


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**PART 4: EMOTION REGULATION AND WELL-BEING**

**Lecture 10 (April 7th – NO CLASS APRIL 9TH BECAUSE OF SAS CONFERENCE): What is the role of emotion regulation in health?**

- **Conceptual Papers**

- **Empirical Papers**

**Lecture 11 (April 14th and 16th): What is the role of emotion regulation in psychopathology? Part 1: Transdiagnostic processes**

- **Conceptual papers**

- Conceptual Papers

- Empirical Papers

**EXAM III: DATE, LOCATION TBD**