

Term Information

Effective Term Autumn 2014

General Information

Course Bulletin Listing/Subject Area Psychology
Fiscal Unit/Academic Org Psychology - D0766
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5610
Course Title Emotion Regulation: From Basic Science to Clinical Applications
Transcript Abbreviation Emotion Regulation
Course Description Despite the growing enthusiasm for understanding how people regulate their emotions, many questions remain unanswered. Are emotions always regulated? Can emotion regulation occur outside of conscious awareness? How can we incorporate the emotion regulation framework to understand and treat mental disorders? We will tackle these questions by adopting perspectives from various areas of psychology.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites Psych 2220(H) and 2300 or grad standing
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 42.0101
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

The purpose of this course is to discuss the research on emotion regulation conducted across several areas of psychology (e.g., social, clinical, cognitive, neuroscience, developmental).

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will learn about the field of emotion regulation from a multi-disciplinary perspective
- Students will learn to critically evaluate the extent to which a given methods constitutes an adequate test of a hypothesis
- Students will learn to develop a more in-depth understanding of the importance of adopting a multi-disciplinary approach to understand psychological processes.

Content Topic List

- Emotion Regulation
- Affective science
- Mental disorders
- Research methods

Attachments

- Psych 5610-Emotion regulation syllabus.docx: syllabus

(Syllabus. Owner: Paulsen, Alisa Marie)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen, Alisa Marie	03/13/2013 08:04 PM	Submitted for Approval
Approved	Vasey, Michael William	03/14/2013 07:02 AM	Unit Approval
Approved	Haddad, Deborah Moore	03/14/2013 09:59 AM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	03/14/2013 09:59 AM	ASCCAO Approval

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

Fall 2014

Date & Time: TBD

Location: TBD

Instructor: Amelia Aldao, Ph.D.

Office: 135 Psychology Building

Office Hours: By appointment (aldao.1@osu.edu)

Course Website: Readings, grades, and announcements will be posted through Carmen (carmen.osu.edu).

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 has emotion regulation been 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 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/chapters. You will be required to write brief weekly reading reactions, participate actively in discussion, give two in-class presentations, and write a final project (review paper or study proposal).

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

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.

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. What interested you the most? What was wrong/right with the arguments espoused? How does the material relate to your own research interests? In addition, on some weeks I will pose specific questions.

Reactions should be brief (approx. 250 words); please do not exceed your limit. What is most important is that you present your ideas clearly so they can be easily incorporated in the discussion. All reactions should be sent to me via email with a subject heading of “READING REACTIONS.” The reactions should be

sent as an attachment and NOT as part of the email text. The name of the word document should be formatted in the following way: LAST NAME + READING REACTIONS + CLASS # (e.g., Aldao reading reaction class 1). Reactions must be submitted by Sunday at midnight at the latest. Late submissions will NOT be accepted. After writing your reactions, think about how you may want to convey your thoughts during class.

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. **Class Presentations**

Each student will be required to conduct two in-class presentations that will consist of expanding upon the topic discussed that week. You will need to find additional reading materials and prepare a brief PowerPoint presentation. I will gladly provide additional resources. Unlike other classes in which students are required to conduct lengthy presentations, in this course, your presentation time will be limited to 10 minutes. The rationale is that when you attend conferences, you usually have 10-15 minutes to present your research. Thus, a goal of this class will be to help you learn strategies to effectively convey your research ideas in a short amount of time. The grading for these presentations will reflect how everyone in the class – not just me – perceives your talk. To that end, your classmates will provide anonymous ratings on the clarity and effectiveness of your communication. These ratings will be averaged into a composite score that will account for 1/3 of your grade – the remaining 2/3 will come from my own evaluation of your presentation. I will distribute the rating scales in class.

4. **Final Project**

There will be a final project due on the last day of classes. Such project could consist of either a review of the literature or a proposal for an empirical investigation (approx. 20 pages). If you choose to write a paper, you might want to go into more depth on the areas we covered or you might choose to focus on a related topic that we did not cover in class. If you opt for a proposal for an empirical investigation, you will be required to propose a study from beginning to end, including: a) the literature review, b) proposed methods, c) expected results. You would be required to write such proposal in a format consistent with that of the Internal Review Board (IRB). Whether you choose to write a review paper or study proposal, you will be required to turn in a brief proposal (a paragraph) half way through the semester. This will allow me to give you feedback and suggest useful materials. I will gladly read drafts of your work and provide you with feedback.

Grading

Reading reactions: 5 points each for 14 weeks = 70 points

Class participation: 2 points each for 14 weeks = 28 points

Class presentations: 25 points each for 2 presentations = 50 points

Final project: 50 points

Total points: 198

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

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

Class 1: What is emotion regulation?

Campos, J. J., Walle, E. A., Dahl, A., & Main, A. (2011). Reconceptualizing emotion regulation. *Emotion Review*, 3, 26-35.

Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of General Psychology*, 2, 274-299.

Thompson, R. A. (1994). Emotion regulation: A theme in search of definition. *Monographs of the Society for Research in Child Development*, 59, 25-52.

Webb, T. L., Miles, E., & Sheeran, P. (2012). Dealing with feeling: A meta-analysis of the effectiveness of strategies derived from the process model of emotion regulation. *Psychological Bulletin*, 138, 775-808.

Class 2: Is emotion regulation different from emotion generation?

Gross, J. J., & Barret, L. F. (2011). Emotion generation and emotion regulation: One or two depend on your point of view. *Emotion Review*, 3, 8-16.

Kappas, A. (2011). Emotion and regulation are one! *Emotion Review*, 3, 17-25.

Lewis, A. R., Zinbarg, R. E., & Durbin, C. E. (2010). Advances, problems, and challenges in the study of emotion regulation: A commentary. *Journal of Psychopathology and Behavioral Assessment*, 32, 83-91.

McRae, K., Misra, S., Prasad, A. K., Pereira, S. C., & Gross, J. J. (2011). Bottom-up and top-down emotion generation: implications for emotion regulation. *Social Cognitive and Affective Neuroscience*, 7, 253-262.

Thompson, R. A. (2011). Emotion and emotion regulation: Two sides of the developing coin. *Emotion Review*, 3, 53-61.

Class 3: How is emotion regulation different from related constructs?

Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Compass*, 54, 88-103

Bishop, S. R., Lau, M., Shapiro, S., Carlson, L., Anderson, N. D., Carmody, J...& Devins, G. (2004). Mindfulness: a proposed operational definition. *Clinical Psychology Science and Practice*, 11, 230-241.

Fujita, K. (2011). On conceptualizing self-control as more than the effortful inhibition of impulses. *Personality and Social Psychology Review*, 14, 352-367.

Muraven, M., & Baumeister, R. F. (2000). Self-regulation and depletion of limited resources: Does self-control resemble a muscle? *Psychological Bulletin*, *126*, 247-239.

Roemer, L., Lee, J. K., Salters-Pedneault, K., Erisman, S. M., Orsillo, S. M., & Menin, D. S. (2009). Mindfulness and emotion regulation difficulties in generalized anxiety disorder: Preliminary evidence for independent and overlapping contributions. *Behavior Therapy*, *40*, 142-154.

Class 4: Is emotion regulation a new construct?

Cooper, S. H. (1992). The empirical study of defensive processes: A review. In J. W. Barron, M. N. Morris, D. L. Wolitzky (Eds.). *Interface of Psychoanalysis and Psychology* (pp. 327-346). Washington, DC: APA.

Gendron, M., Barrett, L. F. (2009). Reconstructing the past: A century of ideas about emotion in psychology. *Emotion Review*, *4*, 316-339.

Lazarus, R. S. (1993). Coping theory and research: Past, present, and future. *Psychosomatic Medicine*, *55*, 234-247.

Matt, S. J. (2011). Current emotion research in history: Or, doing history from the inside out. *Emotion Review*, *3*, 117-124.

Willick, M. S. (1995). Defense. *Psychoanalysis: The main concepts*. Yale University Press.

Class 5: Can emotion regulation be automatic?

DeWall, N. C., Wenge, J. M., Koole, S. L., & Baumeister, R. F. (2011). Automatic emotion regulation after social exclusion: Tuning to positivity. *Emotion*, *11*, 623-636.

Gyurak, A., Gross, J. J., & Etkin, A. (2011). Explicit and implicit emotion regulation: A dual-process framework. *Cognition & Emotion*, *25*, 400-412.

Joormann, J., Cooney, R. E., Henry, M. L., & Gotlib, I. H. (2012). Neural correlates of automatic mood regulation in girls at high risk for depression. *Journal of Abnormal Psychology*, *121*, 61-72.

Koole, S. L., & Rothermund, K. (2011). "I feel better but I don't know why": The psychology of implicit emotion regulation. *Cognition & Emotion*, *25*, 389-399.

Mauss, I. B., Cook, C. L., & Gross, J. J. (2007). Automatic emotion regulation during anger provocation. *Journal of Experimental Social Psychology*, *43*, 698-711.

Class 6: Which motives underlie emotion regulation?

Koole, S. L. (2009). The psychology of emotion regulation: An integrative review. *Cognition & Emotion*, *23*, 4-41.

Marroquin, B. (2011). Interpersonal emotion regulation as a mechanism of social support in depression. *Clinical Psychology Review*, *31*, 1276-1250.

Tamir, M., & Ford, B. Q. (2012). When feeling bad is expected to be good: Emotion regulation and outcome expectancies in social conflicts. *Emotion*, *12*, 807-816.

Tamir, M., Mitchell, C., & Gross, J. J. (2008). Hedonic and instrumental motives in anger regulation. *Psychological Science*, *19*, 324-328

Class 7: What are the contextual influences on emotion regulation?

Aldao, A. (in press). The future of emotion regulation research: Capturing context. *Perspectives on Psychological Science*.

Charland, L. C. (2011). Moral undertow and the passions: Two challenges for contemporary emotion regulation. *Emotion Review*, *3*, 83-91.

Kring, A. M., & Campellone, T. R. (2012). Emotion perception in schizophrenia: Context matters. *Emotion Review*, *4*, 182-186

Rottenberg, J., Gross, J. J., & Gotlib, I. H. (2005). Emotion context insensitivity in major depressive disorder. *Journal of Abnormal Psychology, 114*, 627-639.

Sheppes, G., Scheibe, S., Suri, G., & Gross, J. J. (2011). Emotion regulation choice. *Psychological Science, 22*, 1391-1396.

Class 8: How do children regulate their emotions?

Carthy, T., Horesh, N., Apter, A., Edge, M. D., & Gross, J. J. (2010). Emotional reactivity and cognitive regulation in anxious children. *Behaviour Research and Therapy, 48*, 384-393.

Cicchetti, D., Ackerman, B. P., & Izard, C. E. (1995). Emotions and emotion regulation in developmental psychopathology. *Development & Psychopathology, 7*, 1-11.

Cole, P. M., & Michel, M. K. (1994). The development of emotion regulation and dysregulation: A clinical perspective. *Monographs of the Society for Research in Child Development, 59*, 73-100.

Zeman, J., Cassano, M., Perry-Parrish, C., & Stegall, S. (2006). Emotion regulation in children and adolescents. *Journal of Developmental & Behavioral Pediatrics, 27*, 155-168.

Class 9: What are the methods used to study emotion regulation?

Campbell-Sills, L., Barlow, D. H., Brown, T. A., & Hofmann, S. G. (2006). Effects of suppression and acceptance on emotional responses of individuals with anxiety and mood disorders. *Behaviour Research & Therapy, 44*, 1251-1263.

Cole, P. M., Martin, S. E., & Dennis, T. A. (2004). Emotion regulation as a scientific construct: Methodological challenges and directions for child development research. *Child Development, 75*, 317-333.

Dennis, T. (2010) Neuropsychological markers for child emotion regulation from the perspective of emotion-cognition integration: Current directions and future challenges. *Developmental Neuropsychology, 35*, 212-230.

Kring, A. M. (2011). The future of emotion regulation research in the study of psychopathology. *Emotion Review, 2*, 225-229.

Ochsner, K. N., & Gross, J. J. (2008). Cognitive emotion regulation: Insights for social cognitive and affective neuroscience. *Current Directions in Psychological Science, 17*, 153-158.

Thayer, J. F., Ahs, F., Fredrickson, M., Sollers, J. J., & Wager, T. D. (2012). A meta-analysis of heart rate variability and neuroimaging studies: Implications for heart rate variability as a marker of stress and health. *Neuroscience & Biobehavioral Reviews, 36*, 747-756.

Class 10: How does emotion regulation relate to psychopathology?

Aldao, A. (in press). Emotion regulation strategies as transdiagnostic processes: A closer look at the invariance of their form and function. *Spanish Journal of Clinical Psychology*.

Aldao, A., Nolen-Hoeksema, S., & Schweizer, S. (2010). Emotion regulation strategies across psychopathology: A meta analytic review. *Clinical Psychology Review, 30*, 217-230.

Ehring, T., & Watkins, E. (2008). Repetitive negative thinking as a transdiagnostic process. *International Journal of Cognitive Therapy, 1*, 192-205.

Kring, A. M. (2008). Emotion disturbances as transdiagnostic processes in psychopathology. In M. Lewis, J. Haviland-Jones, and L. F. Barrett (Eds.), *Handbook of emotion* (3rd ed., pp. 691-705). New York: Guilford Press.

Rottenberg, J., & Gross, J. J. (2003). When emotion goes wrong: Realizing the promise of affective science. *Clinical Psychology: Science & Practice, 10*, 227-232.

Class 11: What are the emotion regulation deficits in the anxiety disorders?

Campbell-Sills, L., Ellard, K., & Barlow, D. H. (in press). Emotion regulation in the anxiety disorders. *Handbook of Emotion Regulation* (Ed. James Gross).

Mennin, D. S., Holaway, R. M., Fresco, D. M., Moore, M. T., & Heimberg, R. G. (2007). Delineating components of emotion and its dysregulation in anxiety and mood psychopathology. *Behavior Therapy, 38*, 284-302.

Olatunji, B. O., Forsyth, J. P., Feldner, M. T. (2007). Implications of emotion regulation for the shift from normative fear-relevant learning to anxiety-related psychopathology. *American Psychologist, 62*, 257-259.

Tull, M. T. (2004). The role of experiential avoidance in posttraumatic stress symptoms and symptoms of depression, anxiety, and somatization. *The Journal of Nervous and Mental Disease, 11*, 754-761.

Tull, M. T. (2006). Extending an anxiety sensitivity model of uncued panic attack frequency and symptom severity: The role of emotion dysregulation. *Cognitive Therapy & Research, 30*, 177-184.

Turk, C. L., Heimberg, R. G., Luterek, J. A., Mennin, D. S., & Fresco, D. M. Emotion dysregulation in generalized anxiety disorder: A comparison with social anxiety disorder. *Cognitive Therapy & Research, 29*, 89-106.

Class 12: What are the emotion regulation deficits in the mood disorders?

Bylsma, L. M., Morris, B. H., & Rottenberg, J. (2008). A meta-analysis of emotional reactivity in major depressive disorder. *Clinical Psychology Review, 28*, 676-691.

Ehring, T., Tuschen-Caffier, B., Schnulle, J., & Fischer, S., & Gross, J. J. (2010). Emotion regulation and vulnerability to depression: Spontaneous versus instructed use of emotion suppression and reappraisal. *Emotion, 10*, 563-572.

Joormann, J., & Gotlib, I. H. (2010). Cognition and depression: Current status and future directions. *Annual Review of Clinical Psychology, 6*, 285-312.

Johnson, S. L. (2005). Mania and dysregulation in goal pursuit: A review. *Clinical Psychology Review, 25*, 241-262.

Nolen-Hoeksema, S. Wisco, B. E., & Lyubomirsky, S. (2008). Rethinking rumination. *Perspectives on Psychological Science, 5*, 400-424.

Class 13: What are the emotion regulation deficits in additional disorders?

Haynos, A. F., & Fruzzetti, A. E. (2011). Anorexia nervosa as a disorder of emotion dysregulation: Evidence and treatment implications. *Clinical Psychology Science & Practice, 18*, 183-202.

Kring, A. M., & Moran, E. K. (2008). Emotional response deficits in schizophrenia: Insights from affective science. *Schizophrenia Bulletin, 34*, 819-834.

Macht, M. (2008). How emotions affect eating: A five-way model. *Appetite, 50*, 1-11.

Nock, M. K. (2010). Self-injury. *Annual Review of Clinical Psychology, 6*, 339-363.

Snorrason, I., Smari, J., & Olafsson, R. P. (2010). Emotion regulation in pathological skin picking: Findings from a non-treatment seeking sample. *Journal of Behavior Therapy & Experimental Psychiatry, 41*, 238-245.

Svaldi, J., Griepenstroh, J., Tuschen-Caffier, B., & Ehring, T. (2012). Emotion regulation deficits in eating disorders: A marker of eating pathology or general psychopathology? *Psychiatry Research, 19*, 103-111.

Class 14: What are the emotion-based psychosocial treatments?

Ellard, K., Fairholme, C. P., Boisseau, C. L., Farchione, T. J., & Barlow, D. H. (2010). Unified protocol for the transdiagnostic treatment of emotional disorders: Protocol development and initial outcome data. *Cognitive & Behavioral Practice, 17*, 88-101.

Hayes, S. C. (2008). Climbing our hills: A beginning conversation on the comparison of Acceptance and Commitment Therapy and Traditional Cognitive Behavioral Therapy. *Clinical Psychology Science and Practice, 15*, 286-295.

Hofmann, S. G. (2008). Acceptance and Commitment Therapy: New wave or Morita therapy? *Clinical Psychology Science and Practice, 15*, 280-285.

Lynch, T., Trost, W.T., Salsman, N., & Linehan, M. M. (2007). Dialectical behavior therapy for borderline personality disorder. *Annual Review of Clinical Psychology, 3*, 181-205.

Mennin, D. S., & Fresco, D. M. (in press). Emotion Regulation Therapy. In J.J. Gross (Ed.), *Handbook of Emotion Regulation* (Second Edition). New York: Guilford Press.

Roemer, L., Orsillo, S. M., & Salters-Pedneault, K. (2008). Efficacy of an acceptance-based behavior based therapy for generalized anxiety disorder: Evaluation in a randomized control trial. *Journal of Consulting and Clinical Psychology, 76*, 1083-1089.