**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

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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.

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**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

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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/](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](http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

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Class Schedule and Readings

**Class 1: What is emotion regulation?**


**Class 2: Is emotion regulation different from emotion generation?**


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


**Class 4: Is emotion regulation a new construct?**


**Class 5: Can emotion regulation be automatic?**


**Class 6: Which motives underlie emotion regulation?**


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


**Class 8: How do children regulate their emotions?**


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


**Class 10: How does emotion regulation relate to psychopathology?**


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


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


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


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


