



## MINDFULNESS & ACCEPTANCE-BASED THERAPY

The University of Toledo, Department of Psychology  
College of Languages, Literature and Social Sciences (LLSS)  
PSY 6250 / 7250 (CRN 32810/32927)

<b>Instructor:</b>	Wesley Bullock, Ph.D.	<b>Term:</b>	Summer II, 2016
<b>Email:</b>	wesley.bullock@utoledo.edu	<b>Class Location:</b>	University Hall (UH), Rm. 1610
<b>Office Hours:</b>	Tues & Thurs 12:00-1:00 (or arranged)	<b>Class Day/Time:</b>	Tues & Thurs, 9:30-12:00
<b>Office Location:</b>	University Hall (UH), Rm. 1420	<b>Course Credit Hours:</b>	3
<b>Office Phone:</b>	419-530-2719		

### COURSE DESCRIPTION / OVERVIEW

*This course covers the domain of empirically-supported therapy interventions that incorporate mindfulness, meditation, and acceptance-based clinical treatments for psychological disorders. The conceptual foundations and scientific bases of contemporary theory, research, and techniques of Mindfulness-Based Stress Reduction (MBSR); Acceptance and Commitment Therapy (ACT); and Dialectical Behavior Therapy (DBT) will be emphasized. All of these treatment modalities and specific therapeutic techniques address emotion regulation and have wide empirical support in the successful treatment of depression, anxiety, PTSD, borderline personality disorder, pain management, bipolar disorder, and psychosis (as well as many other clinical problem areas). Students will complete readings, receive didactic instruction, and engage in experiential workshop exercises as course requirements.*

### STUDENT LEARNING OUTCOMES

*Following completion of the course students should be able to:*

- Discuss about the roles of stress and reactivity in health and healing.*
- Cultivate mindful awareness through several different types of meditation practices.*
- Discuss the theoretical background and practical applications of MBSR, ACT, and DBT.*
- Recognize negative patterns of reactivity triggered by stressors, and utilize mindfulness and acceptance techniques to help clients develop alternative responses to stress.*
- Apply mindfulness to cultivate a deeper connection with your body, emotions, and relationships with others.*

### TEACHING STRATEGIES

*1) Readings: The student is responsible for keeping up with the assigned textbook and journal readings. Topics/chapters will be organized according to the outline provided.*

*2. Lectures: Class attendance and participation during lectures is expected. In general, lectures are designed to highlight and amplify material from the readings, however, there will be some information in class lecture that is not covered in the text. The PowerPoint presentations that are used for class lectures will be made available on BlackBoard. Please ask questions if you do not understand material from the assigned readings, or material from the lectures.*

## PREREQUISITES

*Prerequisite: With rare exceptions, students entering this graduate seminar will have completed an graduate course in Psychopathology, and very often undergraduate courses in Personality and Clinical Psychology as well, all of which serve as good foundation for the graduate seminar in mindfulness and acceptance-based treatments.*

## REQUIRED TEXTS (workbook chapters to be completed as homework assignments, with daily email reflection log required to demonstrate comprehension/competency with workbook material)

Harris, R. & Hayes, S. C (2009). *ACT Made Simple: A Primer on Acceptance and Commitment Therapy*.

Hays, S. C., Strosahl, K. D., & Wilson, K. G. (2012). *Acceptance and Commitment Therapy: The Process and Practice of Mindful Change (2<sup>nd</sup> ed.)*. Guilford: NY

Robinson, P. J., & Strosahl, K. D. (2008). *The Mindfulness and Acceptance Workbook for Depression: Using Acceptance and Commitment Therapy to Move Through Depression*.

## Selected READINGS (additional readings tba)

Brach, T. (2004). *Radical Acceptance: Embracing Your Life With the Heart of a Buddha*. Bantam: NY

Daubenmier, J., Hayden, D., Chang, V., & Epel, E. (2014). It's not what you think, it's *how* you relate to it. Dispositional mindfulness moderates the relationship between psychological distress and the cortisol awakening response. *Psychoneuroendocrinology*, *48*, 11-18.

Feldman et al. (2007). Mindfulness and emotion regulation: The development and initial validation of the Cognitive and Affective Mindfulness Scale-Revised (CAMS-R). *Journal of Psychopathology and Behavioral Assessment*, *29*, 177-190.

Goldin P.R., & Gross, J.J. (2010). Effects of mindfulness-based stress reduction (MBSR) on emotion regulation in social anxiety disorder. *Emotion*, *10*, 83-91.

Hanh, T.N. (1999). *The Miracle of Mindfulness: An Introduction to the Practice of Meditation*. Beacon Press: Boston, MA.

Johnson et al. (2011). A pilot study of loving-kindness meditation for the negative symptoms of schizophrenia. *Schizophrenia Research*, *129*, 137-140.

Kabat-Zinn (1990). *Full Catastrophe Living: Using the wisdom of your body and mind to face stress, pain and illness*. New York: Delacorte.

Kocovski, N.L. et al. (2013). Mindfulness and acceptance-based group therapy versus traditional cognitive behavioral group therapy for social anxiety disorder: A randomized controlled trial. *Behaviour Research and Therapy*, *51*, 889-898.

Linehan, M.M. (2015). *DBT Skills Training Manual*. Guilford Press: NY

Shipper, J.C., & Fordiani, J.M. (2015). The application of mindfulness in coping with intrusive thoughts. *Cognitive and Behavioral Practice*, *22*, 439-446.

Shikantani, B., Antony, M.M., Kuo, J.R., & Cassin, S.E. (2014). The impact of cognitive restructuring and mindfulness strategies on postevent processing and affect in social anxiety disorder. *Journal of Anxiety Disorders*, 28, 570-579.

### **TECHNOLOGY REQUIREMENTS**

*There are no special technology requirements aside from computer access to BlackBoard.*

### **UNIVERSITY POLICIES**

#### ***Policy Statement on Non-Discrimination on the basis of Disability (ADA)***

*The University is an equal opportunity educational institution. Please read The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance. (Policy Number: 3364-50-03)*

#### **Academic Accommodations**

*The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the Student Disability Services Office (Rocket Hall, Room 1820. Phone: 419 530.4981)*

### **ACADEMIC POLICIES**

*Academic dishonesty: Consistent with University Policy, academic dishonesty will not be tolerated.*

*Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to: 1) Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation; 2) Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination; 3) Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination; 4) Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it; 5) Giving or receiving substantive aid during the course of an examination; 6) Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period; 7) Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination; 8) Submitting the same written work to fulfill the requirements for more than one course.*

*The full University policy on academic dishonesty may be found at <http://www.utoledo.edu/dl/students/dishonesty.html>*

### **COURSE EXPECTATIONS**

*Be prepared. Come to class on time and stay for the entire period. Make sure cell phones or pagers are turned off (or set to vibrate) during class. Do not engage in texting or online activity during class. Students need to attend class and participate in class discussions in order to do well in this class.*

### **GRADING**

*This course is designed as a hands-on, participative seminar-workshop. The emphasis of the course is on the student demonstrating comprehension of the historical, conceptual, and empirical literature that underlies mindfulness and acceptance-based therapies such as ACT and DBT, as well as demonstrating*

technical competence in using the empirically-supported therapy techniques that have been developed for mindfulness and acceptance-based therapies. Students are expected to participate in workshop exercises in mindfulness during class and to engage in daily mindfulness meditation techniques/ACT skill building in homework practice that is tied to the weekly workbook assignments. Daily reflection logs are required to be submitted via email or Blackboard. These reflection logs are required to demonstrate written expression skills and mastery of the readings and competency with the clinical skills. Expectations and grading rubric will be further discussed in class.

**COMMUNICATION GUIDELINES**

*The best way to contact the instructor and the teaching assistant is through our University email. If students are not able to come to our regularly scheduled office hours, we can schedule a mutually workable time to meet outside of regular office hours.*

**STUDENT SUPPORT SERVICES**

*Academic support and tutoring services are available to students through the University, including the Learning Enhancement Center, the Writing Center, and the Student-Athlete Academic Services Center. Please visit their web home page for further information on one to access support and tutoring services <http://www.utoledo.edu/success/index.html>*

COURSE SCHEDULE

(draft version dated: 6-28-2016...will be adjusted as schedule dictates)

Week	Day & Date	Lecture Topics / Activity	Readings (Each week, read and complete homework assignment from a chapter from Robinson & Strosahl (2008) or Harris & Hays (2009), plus assigned journal article or additional text reading tba in class)
Week 1	6/28 6/30	Mindfulness Meditation Overview Zen Buddhism meets Science Conceptual and Historical overview Modern Roots of Mindfulness <i>Class exercises: Breath meditation and Body Scan meditation – establishing foundational practices</i>	Thich Nhat Hanh and Zen Meditation – “Be Free Where You Are”  Jon Kabat-Zinn (1990). Mindfulness-based stress reduction (“Full Catastrophe Living”)  [Ox-Herding: The 10 Stages of Zen Practice]
Week 2	7/5 7/7	Mindfulness Spaces: Looking and Listening Deeply Generating Radical Acceptance with R.A.I.N. technique <i>Class exercises: Mindful eating and mindful movement</i>	Tara Brach (2004)– Radical Acceptance and using R.A.I.N. mindfulness techniques
Week 3	7/12 7/14	Mindfulness and Cognitive Psychology Roots of Trauma and the Power of Thoughts <i>Class exercises: Radical Acceptance meditation and Metta: Loving-Kindness Meditation</i>	Tara Brach (2004) & Steven Hays (2012) – The role of acceptance in treating trauma
Week 4	7/19 7/21	Functional Contextualism: Philosophical Foundations for ACT. Relational Frame Theory The Role of Compassion <i>Class exercises: Ice chip meditation</i>	Steven Hays (2012) – ACT conceptual and technical aspects
Week 5	7/26 7/28	ACT – Looking at the Hexaflex - Language, Metaphor and Experiential Understanding. Foundations of DBT – Borderline Personality Disorder <i>Class exercise: Impermanence meditation and No Discrimination meditation</i>	Steven Hays (2012) - ACT cont  Marsha Linehan (2015) – DBT conceptual and technical aspects
Week 6	8/2 8/4	DBT overview: relation to CBT and ACT DBT – treatment skills <i>Class exercise: Emptiness meditation</i>	Marsha Linehan (2015) – DBT skills workbook – the zen connections