

**Psychology 779-A Integrating Acceptance and Mindfulness into Psychotherapy
Fall 2013**

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Office Hours: Thursdays 10AM-1PM and by appointment

Class Meeting: Donohue 638A – Monday 12:00 to 2:30

Course Overview:

Mindfulness, a process that originated from Eastern meditation practices, involves the cultivation of intentional and non-judgmental awareness to the present moment. Acceptance, a similar concept, involving a willingness to experience thoughts, emotions, physiological sensations and images, has traditionally been recognized across theoretical perspectives as a process associated with health and well-being. Recently, there has been a movement aimed at examining the efficacy of integrating acceptance and mindfulness with more traditional evidence-based approaches to psychotherapy. In this class we will analyze and discuss the theoretical underpinnings of this movement, examine specific approaches, and explore the application of these therapies to a variety of clinical problems. The format of this class is seminar/discussion with an experiential component.

Primary Course Objectives:

1. Understand the history, basic principles and scientific foundations of mindfulness and acceptance-based behavioral therapies (ABBTs)
2. Gain knowledge of, and some practice with, case conceptualization and treatment planning from an Acceptance Based Behavioral Therapy perspective.
3. Engage in critical analysis of the existing theoretical and empirical literature on ABBTs.

Course Credits and Time Commitment

This course is worth 4 credit hours. This course follows the Federal Government's Credit Hour definition:

"An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

Course Requirements and Grading:

1. Attendance and Participation 5%

Participation in class is essential at the graduate level; please be an active contributor to our discussions. Your comments and questions in class should reflect your careful, critical analysis of the assigned readings. Being absent (with the exception of excused absences due to religious beliefs, jury duty, serious illness) or unprepared for class will result in a deduction of points from this aspect of your final grade.

The literature on acceptance and mindfulness in psychotherapy suggests that practitioners engage in the experiential exercises they assign to their clients. Thus, in this class you will be asked to try a variety of experiential exercises that, at times, could be uncomfortable, and to report on your experiences. This type of participation is an important component of learning ABBTs, but it can also elicit some challenges. If there is any personal issue that will prevent you from being able to fully engage in the experiential activities, please speak with me privately about your concerns. Also, although I will ask people to report on their reactions to experiential exercises, I will never ask you to disclose any personal information that should not be shared in a professional/classroom context. If you have questions or concerns, please arrange to talk with me privately about them.

2. Experiential Exercise 5%

Each class period (except for the first) will begin with a mindfulness exercise. Each student is required to select a brief mindfulness exercise (10 minutes or less) to conduct with the class. Students are expected to read over/practice the exercise before presenting in class, but it is not necessary to memorize the script. Details on this assignment will be made available in the first class.

4. Homework/Journals 20%

As noted on the syllabus, you will have 6 written homework assignments. These assignments will require you to reflect on the readings and prepare you for class discussion. You will submit the homework to me using the Journal function of Blackboard, however, you may also want to bring a copy to class to remind you of the points you would like to contribute to our discussion. Assignments are graded on a 0-5 scale and are due 24 hours before class (Sunday noon). Your homework score will be equal to the 4 highest scored entries. Because you can drop 4/6 assignments, extensions on due dates will only be allowed in extreme situations (e.g., serious illness, religious holiday, etc.).

5. Roleplays 20%

Students will pair up to develop and videotape the application of a specific clinical method related to the weekly ABBT readings. Students will also identify “stuck points” in the application of this method and present them for supervision in class. Detailed instructions and role play topics are delineated in a separate handout that will be distributed and explained in class.

6. Project/Paper 50%

The research literature examining the efficacy of ABBTs for different clinical problems has exploded over the last decade. This project will allow you to choose a clinical problem of interest and review and critically analyze the extant literature supporting the use of ABBTs for treatment. Groups of 2-4 students will work together to identify a clinical problem that has been conceptualized from an ABBT perspective, review the extant treatment literature with close attention to the methodological features of the studies, and draw conclusions about the state of the literature. There are several steps and due dates associated with this project delineated in a separate handout that will be distributed and explained in class.

Summary of Grading

Assignments	Points	% of Final Grade
Attendance/Participation	5	5%
Experiential Exercise	5	5%
Homework/Journals	20	20%
Roleplay	20	20%
Final Project	50	50%
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	100	100%

Final grades will be determined using the following scale:

A (95-100%)	C (73-75%)
A- (90-94%)	C- (70-72%)
B+ (86-89%)	D+ (66-69%)
B (83-85%)	D (63-65%)
B- (80-82%)	D- (60-62%)
C+ (76-79%)	F (< 60%)

Important Statement on Physical and Emotional Health:

A range of issues can cause barriers to learning, such as strained relationships, increased anxiety, health issues, alcohol/drug problems, feeling down, difficulty concentrating, lack of motivation, or feeling ill. These concerns or other stressful events, may lead to diminished academic performance or may reduce your ability to participate in daily activities. Professional growth and development requires ongoing attention to personal health and well-being. Students are expected to continuously self-monitor and seek consultation, support and/or intervention from the instructor, Director of Clinical Training, the Coordinator of Clinical Training, and/or the Chair to ensure that disruptions in self-care do not negatively impact professional functioning. Students may contact the Coordinator of Clinical Training to receive a list of therapists who are interested in working with graduate students and information.

University resources can also help you address these and other concerns you may have. You can learn more about Suffolk's broad range of confidential medical services and mental health services at:

<http://www.suffolk.edu/campuslife/2746.php>

Course Policies

Academic Integrity Policy:

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion.

Academic dishonesty includes but is not limited to: looking at someone's exam during a test, looking at notes during the test, turning in someone else's work as your own, plagiarizing from an article and/or improper acknowledgement of sources in essays or research papers, and the use of a single essay or paper in more than one course, without the permission of the instructor. It is dishonest to buy, download, borrow or lend papers. Work that is represented as yours should be your own; if not, the source should be properly identified.

If you have any questions about academic honesty, please talk to me. You can also read more about academic honesty and plagiarism at:

http://www.suffolk.edu/files/Psychology_PDF/acadhonestypolicy.doc

http://www.suffolk.edu/files/SawLib_Tutorials/plagiarism.pdf

Classroom Behavior:

An academic classroom is a professional environment and, thus, professional decorum is expected at all times. Students will be considerate of their peers by not engaging in behavior that could distract from the learning process. Side conversations and texting during class are not permitted, as they are distracting for the professor and your classmates. Also, all electronic devices are to be silenced and to remain out of use for the entire duration of class.

Illness/ Absences

Students who encounter significant illness or personal problems during the semester are encouraged to speak to the professor privately as soon as possible to determine whether special arrangements need to be made. ***Students who miss class are responsible for arranging to borrow the notes of a classmate. Unfortunately I cannot offer individual class make-ups, I would be happy to meet with you to answer any specific questions you have about the material covered in class.***

Inclement Weather:

In the event that the university cancels classes, such as for severe weather, students will be expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as an exam or paper, are due at the next class meeting unless you are otherwise instructed.

Sensitivity to Cultural Issues and/or Diversity:

Suffolk University does not tolerate any behavior by administrators, faculty, staff, or students, which constitutes unlawful harassment of students on the basis of race, color, sex, religion, national origin, Vietnam-era or disabled veteran status, age, sexual orientation, or physical or mental disability whether or not the level of conduct rises to unlawful harassment or discrimination. Such forms of harassment have been recognized as discriminatory and as such violate University policy as well as state and federal statutes. Exposure to discrimination, harassment (including sexual

and/or religious harassment) and/or insensitivity to cultural issues impairs Suffolk's goals of transmitting knowledge, the pursuit of truth, and student development.

If you feel that you have been exposed to discriminatory practices and/or insensitivity to cultural issues in this or any other setting affiliated with Suffolk University, you have the right to have your concerns addressed. One way to address these concerns would be to meet with me, either privately after class or outside of class during office hours (or by appointment). Alternatively, you may want to speak to the Dean of Student Affairs, 73 Tremont Street, 12th floor, 617.573.8239, TDD: 617.557.4875. The Dean of Student Affairs can assist students with filing of informal or formal complaints/grievances.

For more information about the rights of students who experience discriminatory practices and/or insensitivity to cultural issues, please refer to the Student Handbook: <http://www.suffolk.edu/about/229.html>

Student Support Services **3rd Floor 73 Tremont Street**

Disability Accommodations:

If you anticipate issues with the format or requirements of this course, please meet with me—I would like to discuss ways to ensure your full participation in my classroom. If you determine that you need formal, disability-related accommodations, it is very important that you register with the Office of Disability Services (617.994.6820) and notify me of your eligibility for reasonable accommodations. We can then plan how best to implement your accommodations.

Second Language Services:

Students who speak English as a second language may also be eligible for services; for further, information, please contact Director of Second Language Services (617.573.8677).

The **Ballotti Learning Center**, offers free academic assistance in a variety of subject areas to those who are in need of support services. The services provided at the Center include tutorials, study groups, and mentor programs for AHANA (African-American, Hispanic, Asian and Native American) students. For more information about resources and assistance provided by the Ballotti Learning Center, please visit: <http://suffolk.edu/ballotti> or call 617-573-8235.

Writing Center 617-573-8270 Services: Tutoring in areas of basic writing skills, reading comprehension, grammar

Readings:

Required Texts:

Roemer, L., & Orsillo, S. M. (2009). *Mindfulness- and acceptance-based behavioral therapies in practice*. New York, NY US: Guilford Press.

Orsillo, S. M., & Roemer, L. (2011). *The mindful way through anxiety: Break free from chronic worry and reclaim your life*. New York, NY US: Guilford Press.

Highly Recommended Texts:

Kabat-Zinn, J. (2005). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness (15th anniversary ed.)*. New York, NY US: Delta Trade Paperback/Bantam Dell.

Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2012). *Mindfulness-based cognitive therapy for depression, 2nd edition*. Guilford Press.

Germer, C.K., Siegel, R.D., & Fulton, P.R. (2013). *Mindfulness and psychotherapy, 2nd edition*. New York: Guilford.

Hayes, S. C., Strosahl, K., & Wilson, K. G. (2012). *Acceptance and commitment therapy, 2nd edition*. Guilford Press.

Nhat Hanh, T. (1991). *Peace is every step: The path of mindfulness in everyday life*. NY: Bantam Books.

Additional Readings listed below can be found on Blackboard

Additional Resources:

<http://www.umassmed.edu/cfm/home/index.aspx>

Here is where it all started!! The Center for Mindfulness offers all kinds of training opportunities. There are also research resources available.

<http://www.mindfulwaythroughanxietybook.com>

This is the website associated with the self-help book of the same name. On this site you will find mp3 files of several mindfulness exercises we have found useful with clients.

<http://contextualpsychology.org/>

This is the official website for Association for Contextual Behavioral Science, a “worldwide online learning and research community, and a living resource for anyone interested in ACT, RFT, and Contextual Behavioral Science”. This is a wonderful clinical and research resource that has client handouts, videos, publications, lists of measures, blogs, discussion groups, information about ACT trainings, etc.

<http://www.meditationandpsychotherapy.org/>

A local, non-profit organization “dedicated to the education and training of mental health professionals interested in the integration of mindfulness meditation and psychotherapy, for the purpose of enhancing the therapy relationship, the quality of clinical interventions, and the well-being of the therapist

Course Schedule

September 9th Introduction to the Course

September 16th Defining Mindfulness

*******Journal Due Sunday at Noon*******

MWTA Chapters 4 & 5

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*(3), 230-241.

Brown, K. W., & Ryan, R. M. (2004). Perils and promise in defining and measuring mindfulness: Observations from experience. *Clinical Psychology: Science and Practice, 11*(3), 242-248.

Baer, R. A., Smith, G. T., Hopkins, J., Krietemeyer, J., & Toney, L. (2006). Using self-report assessment methods to explore facets of mindfulness. *Assessment, 13*(1), 27-45.

Grossman, P. (2011). Defining mindfulness by how poorly I think I pay attention during everyday awareness and other intractable problems for psychology's (re) invention of mindfulness: comment on Brown et al. (2011). *Psychological Assessment, 23*(4), 1034-1040.

Brown, K., Ryan, R. M., Loverich, T. M., Biegel, G. M., & West, A. (2011). Out of the armchair and into the streets: Measuring mindfulness advances knowledge and improves interventions: Reply to Grossman (2011). *Psychological Assessment, 23*(4), 1041-1046. doi:10.1037/a0025781

September 23rd Is Being Mindful Useful for Clinicians?

*******Journal Due Sunday at Noon*******

Fulton, P. (2013). Mindfulness as clinical training. In C. Germer, R. Siegel, R. & P. Fulton, P. (Eds.), *Mindfulness and Psychotherapy*, 2nd Edition. New York, NY US: Guilford Press.

Escuriex, B. F., & Labbé, E. E. (2011). Health care providers' mindfulness and treatment outcomes: A critical review of the research literature. *Mindfulness*, 2(4), 242-253. doi:10.1007/s12671-011-0068-z

Myers, S. B., Sweeney, A. C., Popick, V., Wesley, K., Bordfeld, A., & Fingerhut, R. (2012). Self-care practices and perceived stress levels among psychology graduate students. *Training and Education in Professional Psychology*, 6(1), 55.

September 30th An Overview of Acceptance-based Behavioral Therapies

*******Journal Due Sunday at Noon*******

"The Third Wave of Therapy - TIME." Breaking News, Analysis, Politics, Blogs, News Photos, Video, Tech Reviews - TIME.com. Web. 05 Sept. 2011.

Hayes, S. C. (2004). Acceptance and commitment therapy, relational frame theory, and the third wave of behavioral and cognitive therapies. *Behavior Therapy*, 35(4), 639-665. (***Skip Empirical Findings***)

Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2012). *Mindfulness-based cognitive therapy for depression*. Guilford Press. - **Chapters 2 & 19**

Orsillo, S.M., Danitz, S., & Roemer, L. Mindfulness-based approaches. In A.M. Nezu & C.M. Nezu (Eds.) *The Oxford Handbook of Cognitive and Behavioral Therapies*. New York: Oxford University Press. (This is a draft/in progress chapter and has some overlap with the two readings above. So you can skim the repetitive parts and attend to what is new)

October 7th Case Conceptualization from an ABBT Perspective

*******Paper Topic and Plan Due*******

ABBT in Practice Chapters 1-4 (***Role plays 1 and 2***)

MWTA Chapters 1-3

Roemer, L., Orsillo, S.M., & Salters-Pedneault, K. (2008). Efficacy of an acceptance-based behavior therapy for generalized anxiety disorder: Evaluation in a randomized controlled trial. *Journal of Consulting and Clinical Psychology*, 6, 1083-1089.

Hayes-Skelton, S. A., Roemer, L., & Orsillo, S. M. (2013). A Randomized Clinical Trial Comparing an Acceptance-Based Behavior Therapy to Applied Relaxation for Generalized Anxiety Disorder.

October 14th No School – have a mindful long weekend!

October 21th ABBT: Changing a Client's Relationship with His or Her Internal Experience

Role plays 3 and 4 are due

ABBT in Practice Chapters 5-6 (***Role plays 3 and 4***)

MWTA Chapters 6-9

Hayes, S., Orsillo, S., & Roemer, L. (2010). Changes in proposed mechanisms of action during an acceptance-based behavior therapy for generalized anxiety disorder. *Behaviour Research and Therapy, 48*, 238-245.

Bieling, P. J., Hawley, L. L., Bloch, R. T., Corcoran, K. M., Levitan, R. D., Young, L., & ... Segal, Z. V. (2012). Treatment-specific changes in decentering following mindfulness-based cognitive therapy versus antidepressant medication or placebo for prevention of depressive relapse. *Journal Of Consulting And Clinical Psychology, 80*(3), 365-372. doi:10.1037/a0027483

October 28th Valuing

ABBT in Practice Chapters 7-8 (***Role plays 5 and 6 are due***)

MWTA Chapters 10-11, 13

Branstetter-Rost, A., Cushing, C., & Douleh, T. (2009). Personal values and pain tolerance: Does a values intervention add to acceptance? *The Journal of Pain, 10*(8), 887-892.

Michelson, S. E., Lee, J. K., Orsillo, S. M., & Roemer, L. (2011). The role of values-consistent behavior in generalized anxiety disorder. *Depression and Anxiety, 28*(5), 358-366.

November 4th Self-Compassion

MWTA Chapter 12 (***Role play 7 is due***)

Gilbert, P. (2010). *The compassionate mind: A new approach to life's challenges*. New Harbinger Publications.

Germer, C. K., & Neff, K. D. (2013). Self-Compassion in Clinical Practice. *Journal of Clinical Psychology*.

Hofmann, S. G., Grossman, P., & Hinton, D. E. (2011). Loving-kindness and compassion meditation: Potential for psychological interventions. *Clinical Psychology Review, 31* (7), 1126-1132.
doi:10.1016/j.cpr.2011.07.003

MacBeth, A., & Gumley, A. (2012). Exploring compassion: A meta-analysis of the association between self-compassion and psychopathology. *Clinical Psychology Review, 32*(6), 545-552.
doi:10.1016/j.cpr.2012.06.003

November 11th No Class – Veterans Day

*****11/12/13 – Methodological Table Due*****

November 18th Termination and Relapse Prevention

*****Journal Due Sunday at Noon*****

Make-up Role Plays

ABBT in Practice Chapter 9-10

Additional Readings to be announced

November 25th Applications

*******Journal Due Sunday at Noon*******

Students Research Presentations

ABBT in Practice Chapter 11

Sobczak, L. R., & West, L. M. (2011). Clinical Considerations in Using Mindfulness-and Acceptance-Based Approaches With Diverse Populations: Addressing Challenges in Service Delivery in Diverse Community Settings. *Cognitive and Behavioral Practice*.

Lindsey M. West, Jessica R. Graham, Lizabeth Roemer, Functioning in the face of racism: Preliminary findings on the buffering role of values clarification in a Black American sample, *Journal of Contextual Behavioral Science*, Volume 2, Issues 1–2, 15 April 2013, Pages 1-8, ISSN 2212-1447, <http://dx.doi.org/10.1016/j.jcbs.2013.03.003>

December 2nd Applications

*******Journal Due Sunday at Noon*******

Students Research Presentations

Petkus, A. J., & Wetherell, J. L. (2011). Acceptance and commitment therapy with older adults: Rationale and considerations. *Cognitive and Behavioral Practice*.

Saltzman & Goldin (2008) Mindfulness-based stress reduction for school-age children, in Greco, L. A., & Hayes, S. C. (Eds.). (2008). *Acceptance and mindfulness treatments for children and adolescents: A practitioner's guide*. New Harbinger Publications.

Optional Additional Readings

Coyne, L. W., McHugh, L., & Martinez, E. R. (2011). Acceptance and commitment therapy (ACT): Advances and applications with children, adolescents, and families. *Child And Adolescent Psychiatric Clinics Of North America*, 20(2), 379-399. doi:10.1016/j.chc.2011.01.010

Semple, R. J., Reid, E. G., & Miller, L. (2005). Treating anxiety with mindfulness: An open trial of mindfulness training for anxious children. *Journal Of Cognitive Psychotherapy*, 19(4), 379-392. doi:10.1891/jcop.2005.19.4.379

*******Final Paper Due 12/9*******