

EMOTION REGULATION AND MENTAL HEALTH: *FROM ASSESSMENT TO INTERVENTION*

ERASMUS+ BLENDED INTENSIVE PROGRAMME (BIP)

Physical Mobility
4-8 May 2026

Target Audience
2nd and 3rd cycle students



COORDINATOR:
University of Maia

PARTNER INSTITUTIONS:
Erasmus+ partner HEIs



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EMOTION REGULATION AND MENTAL HEALTH: FROM ASSESSMENT TO INTERVENTION

COORDINATING INSTITUTION

University of Maia

Course coordinator:

Prof. Carla Cunha

TOTAL WORKLOAD

75 hours

In-person contact hours: 25 hours

Virtual contact hours: 3 hours

Autonomous work + Assessment: 47 hours

ECTS: 3

DATES

Physical mobility: 4 - 8 May 2026

**DISCOVER THE SPRING BLENDED INTENSIVE PROGRAMME (BIP)
EMOTION REGULATION AND MENTAL HEALTH – FROM ASSESSMENT TO INTERVENTION,
AT THE UNIVERSITY OF MAIA (PORTUGAL)**

This dynamic course, taught entirely in English, takes place in July and offers a comprehensive exploration of the fundamental theories, empirical evidence, and clinical practices surrounding emotion regulation and its impact on mental health.

This exciting event will be held at the University of Maia, providing participants with a unique opportunity to explore the vibrant and historic city of Porto during the planned cultural visits. Alongside engaging activities and informative sessions, attendees will have the chance to discover the charming streets and rich cultural heritage of Porto. Additionally, participants can enjoy the stunning natural seaside landscapes that surround the area, make the most of the beautiful month of May, and experience the spring and the university festivity season celebrated in the beautiful city of Porto (nearby).

Led by Carla Cunha (coordinator) and a team of international professors and researchers, this 75-hour programme will provide an engaging mix of theoretical knowledge, practical skills, and interactive tutorials. Participants will be introduced to the course via an online session (online orientation), followed by 25 hours on campus, engaging in lectures, hands-on assessments, and role-play sessions, complemented by autonomous study and assessment activities. This BIP awards 3 ECTS credits – ideal for students seeking to deepen their understanding of emotional processes in mental health while enjoying a cultural experience abroad.

Throughout the programme, students will familiarise themselves with key concepts and models of emotion regulation, such as Gross's Process Model, adaptive and maladaptive strategies, and cross-cultural differences in emotional regulation. They will learn to recognise how emotion dysregulation – such as rumination, suppression, and avoidance – relates to mental health challenges like depression and anxiety. The course emphasises evidence-based assessment tools and clinical protocols, including Emotion-Focused Therapy (EFT) and Cognitive Behavioural Therapy (CBT), providing students with opportunities to practise specific therapeutic skills. The syllabus features a diverse array of topics, from foundational theories to cutting-edge research and future directions, including digital interventions and biomarker research. Participants will engage in case studies, role-plays, and peer presentations, fostering critical thinking and networking opportunities.

Ideal for Master's or PhD students in Psychology, clinicians and researchers interested in mental health, this BIP offers an enriching environment to enhance both theoretical understanding and clinical competence.

Join us this spring to advance your expertise in emotion regulation and contribute to innovative mental health interventions.

AIMS OF THE PROGRAMME

The goals of the present Blended Intensive Programme (BIP) are to acquire up-to-date knowledge regarding the main theories and empirical evidence on emotion regulation and mental health difficulties.

By the end of this BIP, students will be able to:

1. Understand key concepts and emotion regulation theories (e.g. Gross's Process Model, adaptive vs. maladaptive strategies);
2. Acknowledge cross-cultural differences in emotional expression/regulation;
3. Recognise main trends and key findings in empirical research on emotion regulation;
4. Understand the link between emotion dysregulation (namely emotional avoidance, rumination, suppression) and mental health difficulties, particularly in the field of psychopathology;
5. Implement main assessment measures in the field, including strategies and difficulties in emotion regulation;
6. Recognise key findings from evidence-based protocols for depression, comparing clinical evidence from Emotion-Focused Therapy (EFT) and Cognitive Behavioural Therapy (CBT);
7. Apply therapeutic strategies and develop key clinical skills for emotion regulation within EFT and CBT;
8. Identify emerging topics and future directions for empirical research, and improve their research and networking skills.

Day 0: Online class (30.04.2026, 11h) (2 hours)

- Orientation to the course
- Assessment activity proposal

Day 1: Introduction & Opening Lecture

Morning Session (4h)

- Institutional welcome and opening lecture (4 hours)
- Topic 1: Emotion Regulation – Conceptual Foundations and Mental Health Implications
 - Key concepts in emotion regulation; main theories and research findings on emotion regulation and mental health difficulties
 - Activity/practice session: Icebreaker discussion – participants share personal or clinical observations on emotion regulation

Afternoon Session (2h)

- Campus/institution tour (guided visit to familiarise participants with the facilities and the university)

Day 2: Assessment of Emotion Regulation

Morning Session (4h)

- Topic 2: Assessment of Emotion Regulation – Clinical and Developmental Issues
 - Main assessment measures: emotion regulation strategies and emotion regulation difficulties
 - Assessment of emotion regulation using neurological devices
 - Activity/practice session: Group analysis of case studies/vignettes and familiarisation with assessment measures

Afternoon Session: Sociocultural Activities

Day 3: Emotion Regulation in Depression and Evidence-Based Treatments

Morning Session (4h):

- Topic 3: Emotion Regulation in Depression and Evidence-Based Treatments – Emotion-Focused Therapy (EFT) and Cognitive Behavioural Therapy (CBT)
 - Emotion regulation and the ISMAI Depression Project: key findings from a randomised clinical trial contrasting EFT and CBT for depression
 - Activity/practice session: Role-play of CBT techniques and EFT tasks to improve emotion regulation

Day 4: Systemic and Cultural Perspectives & Student Presentations

Morning Session (4h):

- Topic 4: Emotion Regulation and the Environment
 - Emotion regulation across different systems: family and education
 - The role of the environment and culture
- Activity/practice session: Cultural variations in emotion regulation and nature exposure

Afternoon Session (3h): Student Assignment Presentations

- Peer review and feedback on presentations; networking

Day 5: Future Directions & Closing

Morning Session (4h):

- Topic 5: Future Research on Emotion Regulation and Mental Health – Moving the Field Forward
 - Panel discussion: “Where should the field focus next?”
 - Emerging topics: digital interventions, biomarkers, transdiagnostic approaches, ecological perspectives, and nature exposure
 - PhD programme(s): Q&A with PhD coordinator(s) about research opportunities

Closing Ceremony

TEACHING AND ASSESSMENT METHODOLOGIES

1. Oral presentations by lecturers and professors
2. Viewing of demonstrative sessions of clinical skills (e.g. APA videos)
3. Practice exercises based on the course content, encouraging peer discussion and/or group reflection, and fostering more concrete, applied learning
4. Skills training in pairs and groups, introduced by modelling/demonstration segments led by the professor(s), promoting active and experiential learning

ASSESSMENT CRITERIA

Assessment will be computed considering two components: the final assessment of a written paper (70% of the final grade) and student participation (30% of the final grade).

Participants will submit a paper on a pre-assigned topic (e.g. research paper, cultural case study, or critique of a therapy approach), which will be provided during the orientation session (Day 0).

At a pre-determined point in the BIP (i.e. during the afternoon session dedicated to Student Assignment Presentations), students will present their manuscript to the class and receive peer review and feedback from the professor. By the end of the BIP, students will submit their final paper for formal assessment.

In addition, student attendance and active participation in class activities, discussions, and presentations of respective papers (manuscript version) will also be considered in the student participation component.

BIBLIOGRAPHY

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Greenberg, L. (2023). Changing emotion with emotion. *Person-centered & experiential psychotherapies*, 22(4), 368-383.

Palmieri, A., Fernandez, K. C., Cariolato, Y., Kleinbub, J. R., Salvatore, S., & Gross, J. J. (2022). Emotion Regulation in Psychodynamic and Cognitive-Behavioural Therapy: An Integrative Perspective. *Clinical neuropsychiatry*, 19(2), 103–113. <https://doi.org/10.36131/cnfioritieditore20220204>

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Mesquita, B., & Boiger, M. (2014). Emotions in context: A sociodynamic model of emotions. *Emotion Review*, 6(4), 298-302.

Weiss, N. H., Thomas, E. D., Schick, M. R., Reyes, M. E., & Contractor, A. A. (2022). Racial and ethnic differences in emotion regulation: A systematic review. *Journal of clinical psychology*, 78(5), 785-808.

Additional Resources:

Beauchaine, T. P. (2015). Future directions in emotion dysregulation and youth psychopathology. *Journal of Clinical Child & Adolescent Psychology*.

Pos, A. E., & Greenberg, L. S. (2012). Organizing awareness and increasing emotion regulation: Revising chair work in emotion-focused therapy for borderline personality disorder. *Journal of personality disorders*, 26(1), 84-107.

Vitale, V., & Bonaiuto, M. (2024). The role of nature in emotion regulation processes: An evidence-based rapid review. *Journal of Environmental Psychology*, 102325.

Matsumoto, D., Yoo, S. H., & Nakagawa, S. (2008). Culture, emotion regulation, and adjustment. *Journal of personality and social psychology*, 94(6), 925-937.



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