

Psychology 7465 & 4963-002
Self-Regulation, Coping, Adaptation and Health

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Class Time: Monday 2-5 PM, Rm. 136 SW

Office Hours: Thursdays 4-5 PM (no appt. needed); additional times by appointment

Overview

How do chronic illness and other stressful life events influence people's beliefs about themselves and the world? What does it mean to adjust to or adapt to a stressor? How do personal and social resources influence both exposure to and coping with different kinds of stressors? This seminar examines current theory and research on self-regulatory and adaptational processes with a focus on the resources, strategies, goals, emotions, and social processes implicated in coping with chronic illness and other stressors.

We will cover theory and research related to the following topics (see schedule on pp. 9-10):

- theoretical models of self-regulation, stress, coping, and adaptation;
 - how stressors are thought to differ from each other and thus to affect goals, coping, health, and everyday life differently
 - psychological resources;
 - kinds of goals and their implications for self-regulatory processes and outcomes;
 - the role of personality in the stress process;
 - reciprocal relations among stressful events and beliefs about the self, others, and the world;
 - the role of positive and negative affect in self-regulation, coping, and adaptation;
 - proactivity and other aspects of future-oriented thinking as they apply to the anticipation and management of potential stressors (or the impact of disability and chronic illness on plans and beliefs for the future);
 - adaptation, growth, benefit-finding, and meaning-making, and
 - psychological control and disengagement.
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- Depending on students' interests, we will also cover interpersonal aspects of self-regulation, interventions to promote self-regulatory competence and adaptation to stressful life events, and retrospective thinking about negative life events.

These topics will be considered in the context of actual and potential stressors that vary in their complexity, controllability, duration, uncertainty, stigmatization, and other important dimensions. The course will also examine contemporary issues and controversies in defining, assessing, understanding and promoting adaptational processes and outcomes, such as quality of life, post-traumatic growth, benefit finding, meaning and mastery. We will focus on these topics with respect to their underlying social-cognitive processes and their potential importance in understanding stress, coping, adaptation, and health in a wide range of stressful and challenging situations.

Course assignments will allow students to further their own research interests either by focusing on the self-regulatory, adaptational, and/or social challenges of a particular illness,

condition, or event, or by focusing on self-regulatory, adaptational, and/or social processes that may apply across conditions or events.

Note: This course deliberately underemphasizes several highly important topics in order to reduce overlap with other departmental offerings, such as Psy 6962 Stress, Physiology, and Health (Uchino); Psy 6465 Biosocial Mechanisms of Stress, Development and Health (Ellis); and Psy 7240 Relationships and Health over the Lifespan (Diamond).

Inclusion, Access, and Mutual Respect

It is one of the instructor's top priorities to make this class and our shared learning environment accessible and welcoming to all students. Please assist me in this effort by alerting me to any aspect of the course, including lectures, readings, discussions, or other activities, that may not further this goal. Please do your part by approaching class discussions with an open mind and a commitment to mutual respect for your fellow students and your instructor.

We are fully committed not only to the letter but also the spirit of the ADA. If you qualify for accommodations in any aspect of the course, *we encourage you to use them, starting with the first class.* Please see the professor as soon as possible so that we can work together to make arrangements. Please see more information on p. 6.

COVID Safety Protocols

Per University policy, our classroom will be mask friendly, <https://coronavirus.utah.edu/> Please follow all recommended University procedures for reporting potential symptoms or exposures, <https://coronavirus.utah.edu/wp-content/uploads/sites/2/2022/12/uutah-covid-19-guidance-20221220.pdf>

If you believe you have been exposed to COVID and elect to stay home, we will make all reasonable efforts to make the class available to you virtually, so please err on the side of caution. Please also help us help you by providing as much notice as possible.

Finally, although this is a small class, we are in a relatively small classroom, so please offer your suggestions for how to participate in small group discussions in ways that preserve your comfort and safety.

Readings & Class Website

Weekly readings and other course materials will be made available for individual educational use in .PDF format. They may be downloaded from the official class website at <https://utah.instructure.com/courses/838173>. The class website may also be accessed through your Campus Information Systems (CIS) page or through www.uonline.utah.edu/canvas. The readings are in the "Modules" tab in folders for each topic and date. The reading list begins on p. 11 of this syllabus. Readings may be updated or changed with advance notice.

Requirements & Grading

- **Biweekly posting of discussion questions to the class webpage based on readings and your thoughts about them – 10%**
 - Students will be divided into two groups and post their questions every other week
 - Responding to other students' postings will count toward class participation as described below
- **Class participation in weekly discussions in class and/or online – 15%**
 - Participation options include responding to posted discussion questions, presenting select-your-own-readings, discussion of your chosen stressor or process, asking questions during class, proposing your own ideas, and responding to other students' ideas)
- **Short paper on what you have learned from the class so far about your chosen stressor – 10%**
 - Due Friday, February 24, 11 AM (extensions approved for those attending SPSP)
- **Article share or original research presentation – 10%**
 - 15-20 minutes, sign up for one of the 8 available dates
- **Initial 2-page description of literature review & research ideas for final paper – 10%**
 - Due anytime Monday, March 30 – Monday, April 13
 - Feedback will be provided to help you develop and refine your final paper
- **Final paper – 40%**
 - Due anytime between Thursday April 27 and Wednesday May 3, 5 PM
 - See page 5 for details specific to PSY 4963 and 7465.

Note: A high level of active regular participation in class discussion is expected in this advanced graduate and undergraduate Honors seminar; exceptional participation may help in the case of borderline grades on other course requirements. Improvement throughout the semester will also be taken into account in determining final grades.

Weekly Class Discussions

The Seminar Outline on pp. 9-10 indicates the particular focus of discussions for each week's readings. Please be prepared to discuss additional ideas sparked by the readings and their applicability to your interests or those of your classmates. Your contributions to class discussion could develop a theoretical point, an idea for research, an integration across the readings, and/or an integration with material we have already discussed. You may also wish to discuss ideas and examples that do not seem to fit the points made in the weekly readings.

Short Paper on the Conceptualization of Your Chosen Stressor, due Friday, February 24, 11 AM

The readings for many weeks in the 1st half of the class instruct you to select an article that highlights what is involved in coping with a particular stressor. This assignment asks you to summarize in 1 or 2 pages what you have learned from class readings and discussion to this point about your chosen stressor and how it is conceptualized. More details will be provided in class.

Article Share or Original Research Presentation, sign up for one of 8 possible dates

Research article to share with the class (15-20 minute presentation and discussion). The study of self-regulation, coping, adaptation, and health is a huge and active field. To ensure that we are covering contemporary issues and to focus class discussion on students' interests, we will have brief presentations that are based on articles selected by students. These articles should have been published within the last 5 years (see me to discuss exceptions). On designated weeks (indicated with * in the Seminar Outline that begins on page 9), 1-2 students will sign up in advance to select and bring in for discussion an article related to their own research or other professional interests (or that is otherwise interesting) that elucidate some important aspect of the week's readings. Students should be prepared to describe the rationale for and findings of this article in sufficient detail that those of us who have not read the article will be able to understand it and learn from their presentation. Students will also prepare 2 discussion questions that follow from their article. A sign-up sheet for these presentations will be made available early in the semester. A list of academic journals appropriate for this assignment appears on page 26.

OR

Original research presentation. An alternative to the research article share is to prepare a 15-20 minute presentation on the rationale for and design of an original research study related to course materials. Be prepared to lead class discussion and respond to questions about your study.

Initial 2-page Description Of Final Paper & Final Paper

**Initial description is due anytime between March 30 and April 13;
final paper is due anytime between April 27 and May 3, 5 PM.**

All papers must be double-spaced, with 1-inch margins all around, and in 11- or 12-point font.

Psychology 4963: A research proposal or conceptual review of 8-10 pages is due no later than Wednesday May 3, 5 PM to the canvas webpage. Ideally, this paper should represent an integration of relevant course concepts with your thinking in an area in which you are currently doing research or in which you might plan to do research. Please clear your paper topic with me by April 13. With sufficient advance notice (at least 1 week prior to the deadline), I would be happy to provide comments on a draft of your final paper and/or to meet with you to discuss your paper and to suggest references that might be useful to you. The short required outline of your final paper (due anytime between March 30 and April 13) will also provide an opportunity for you to receive written feedback and suggestions for refining your approach and ideas. The paper must be based on at least 6 original source journal articles. These journal articles may be reviews of the literature or new empirical contributions. You may cite articles that are already covered in our syllabus, but they do not count toward the required minimum.

Psychology 7465: A research proposal or conceptual review of 12-15 pages is due no later than Wednesday May 3, 5 PM to the canvas webpage. Ideally, this paper should represent an integration of relevant course concepts with your thinking in an area in which you are currently doing research or in which you plan to do research. Please clear your paper topic with me by April 13. With sufficient advance notice (at least 1 week prior to the deadline), I would be happy to provide comments on a draft of your final paper and/or to meet with you to discuss your paper and to suggest references that might be useful to you. The short required outline of your final paper (due anytime between March 30 and April 13) will also provide an opportunity for you to receive written feedback and suggestions for refining your approach and ideas. The paper must be based on at least 8 original source journal articles. These journal articles may be reviews of the literature or new empirical contributions. You may cite articles that are already covered in our syllabus, but they do not count toward the required minimum.

Important Details: Fairness, Inclusion, & Accommodation

NOTE: The following rules are presented in the interest of fairness for all students.

Policy on Late Papers & Extensions

Graduate students and advanced undergraduates are often some of the busiest people on the planet, responsible for juggling multiple responsibilities for teaching, research, and their own coursework, as well as other personal, work, and familial responsibilities. If, after you look over your other obligations for the semester, you see that you may need an extension for any assignment, please ask me for one in advance of the due date. Late papers and other assignments will be penalized one half of a letter grade per business day late if no prior arrangements have been made.

Accommodations for Students with Disabilities

This class complies not only with the letter but also the spirit of the ADA. If you qualify for accommodations in classroom seating or any other aspect of the course, *we encourage you to use them, starting with the first class. Accommodations approved by CDA will be joyfully and quickly implemented.* Please see the professor as soon as possible so that we can work together to make arrangements.

If you do not have a formal accommodation through CDA and there are some changes we could make to improve your learning opportunities and experience in the class, please see the professor ASAP to discuss.

Please help us identify any information on the class website that may not be of optimal quality for use with screen readers or other assistive technologies. We will do our best to find a higher-quality version.

Please also let us know if you have suggestions for improving access to other class activities, such as small group discussions or class presentations.

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Access, 162 Olpin Union Building, 581-5020 (V/TDD). CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Access.

Grading Reviews

You have a maximum of **2 weeks** after the return of any graded assignment or exam to ask me to review your grade. Delays beyond 2 weeks must be accompanied by written documentation. Questions about final grades must be addressed in writing by May 31, 2023.

Missing Class to Observe Religious Holidays

Every effort will be made to ensure that students observing religious holidays are not placed at a disadvantage. With advance notice, we will tape class lectures and discussion or ask another

student to take notes. You must facilitate this process by giving the professor written notice of days on which you will be unable to attend by the end of the second week of class (Friday, Jan. 20, 2023).

Other Accommodations

Students wishing to discuss potential accommodations for religious or other reasons should plan to meet with me during the first two weeks of the semester.

Student Rights and Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, detailed in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty's responsibility to enforce responsible classroom behaviors, beginning with the verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. Student Rights and Responsibilities: <http://www.regulations.utah.edu/academics/6-400.html>

Academic Dishonesty

Department of Psychology Academic Misconduct Policy

The Department of Psychology has a zero tolerance policy for academic misconduct. Academic misconduct includes cheating, plagiarizing, research misconduct, misrepresenting one's work, and inappropriately collaborating. This applies to any work students turn in for evaluation or course credit. Definitions can be found in the Student Code at <http://www.regulations.utah.edu/academics/6-400.html>.

If you are suspected of academic misconduct, the process proceeds according to the rules found in the Student Code, University Policy 6-400(V). If you are found responsible for misconduct, consequences range from failure on the assignment to dismissal from the program, consistent with both University and Psychology Department Policy.

The Psychology Department Policy can be found at: https://www.psych.utah.edu/undergraduate/files/acad_misconduct_policy.pdf. Information pertaining to graduate students may be found in the department's graduate handbook.

More about Academic Dishonesty

The grade you earn in this course should reflect your own effort and accomplishment. **Get help in office hours, ask for an extension, do anything but cheat.**

Your work must be your own. Although it is often helpful to discuss the paper assignment and course materials with other students, no group projects are allowed; your final paper, article share, and other presentations must represent your own individual and original work. All papers will be submitted to Turn It In for review for originality. Papers that have substantial overlap in text

with other submitted papers or with papers and other materials available on the Internet will be referred to the university as potential instances of plagiarism.

You must give others appropriate credit for their ideas. It is your responsibility as a student to understand how to discuss other authors' work in an appropriate way. It is my responsibility to answer any questions you may have about such issues. If you have any questions about appropriate ways in which to use and discuss another author's work in your own papers, please ask.

As a student, it is in your best interest to try to prevent plagiarism and other forms of cheating. Please be attentive to such issues when you are preparing papers and presentations for this class.

Other Registration and Grading Details

Withdrawals: The last date for course withdrawal without instructor's permission is March 3. Following this period, instructor approval for course withdrawal will only be given for medical or personal emergencies and will be considered on a case-by-case basis.

Incompletes: Incompletes are given only for extraordinary circumstances. For an incomplete to be given, the student must be passing the course and have completed the 80% or more of the assignments. Please see the University's grading policies: (<https://catalog.utah.edu/#/policy/B12v3LX0G?bc=true&bcCurrent=Grading%20Policies&bcGroup=Grade%20Information&bcItemType=policies>) for more detailed information about the approval of incomplete grades, including the deadline to complete the missing course materials.

Campus Safety Information

Please see the last page of the syllabus for important information about campus safety.

Seminar Outline
Weekly Schedule of Topics & Assignments

Jan. 9	Introduction
Jan. 16	Martin Luther King, Jr. Day – no class meeting but there are readings on coping with discrimination and dimensions of stigma
Jan. 23	Models of Self-regulation and Coping
	Student presentation and discussion of coping with a particular stressor – what are the particular challenges and demands involved? How are they studied? What does or could the study of your stressor tell us about coping more generally? We will start our discussion of these questions on Jan. 23 and continue Jan. 30.
	We will discuss Martin Luther King, Jr. Day readings.
Jan. 30	Coping: Conceptual Analyses, Measurement, & Methodological Critiques
	We will analyze widely used measures of coping for their conceptual content and applicability to particular stressors.
Feb. 6*	Resources and the Stress Process: Loss, Depletion, & Affirmation/Replenishment
	Student discussion of resources implicated in coping with particular stressors.
Feb. 13*	Coping with What?: Why Goals (and Standards and Tasks) Matter
	Student discussion of what people are trying to do in coping with particular stressors, and why understanding goals matters for the conceptualization of stress and coping.
Feb. 20	Presidents' Day – no class; work on short paper
Feb. 24	Short summary of what you have learned about your chosen stressor, upload to canvas page by 11 AM Friday, February 24
Feb. 27	Personality and Coping—Multiple Mechanisms
	What personality factors are relevant to particular stressors, at what point in the process, and why?
	Student presentation/discussion of individual differences implicated in exposure to or coping with selected stressor.
Mar. 6	Spring Break – no class
Mar. 13*	Negative Affect and Coping: Emotion-Focused Coping Reconsidered
	Student discussion of sources of negative affect and their likely impact on specific aspects of coping with chosen stressor; implications for intervention.
Mar. 20*	Positive Affect and Coping, Positive Beliefs and Health
	Student discussion of sources of positive affect and their likely impact on specific aspects of coping with chosen stressor; implications for intervention.

*Article shares or original research proposals may be scheduled on these dates.

Seminar Outline & Weekly Schedule of Topics & Assignments (contd.)

Mar. 27*	Self-Regulation and Future-Oriented Thinking: Mental Simulation, Regulatory Contrast, Anticipated Affect, & Implementation Intentions
	Student discussion of anticipatory and proactive coping processes that may apply to chosen stressor; implications for intervention.
Mar. 30- April 13	<i>Deadline for submission of initial literature review & research proposal for final project, submitted to canvas page by 11 AM</i>
April 3*	Adaptation and Growth I.: Conceptualizations of Adaptation & Well-Being
	What does it mean to adapt well or not so well to your chosen stressor? By what criteria were certain outcomes designated adaptive, and by whom?
April 10*	Adaptation and Growth II.: Growth, Benefit-Finding & Meaning
	What psychological processes are involved in experiencing, perceiving, and/or reporting post-traumatic growth and benefit finding? What aspects of a stressor might promote or inhibit growth or benefit finding? Is it realistic to expect growth or thriving from it – why or why not? What are challenges in assessing and understanding growth and meaning? What cultural assumptions influence people's efforts to find and/or report growth and meaning?
	<i>Deadline for clearing final paper topic with instructor is April 13.</i>
April 17*	Adaptation and Growth III.: Set points & Trajectories
	Student discussion – what is known about coping with your chosen stressor over time? What is learned from extending the timeframe to include functioning prior to the event and well after? What are the challenges in doing so? Alternatively: We might start the free choice of topics this week instead of next week.
April 24	Last class: Students in small groups will select among the following topics: Challenges to Psychological Control: Maintenance & Disengagement; Interpersonal Aspects of Self-Regulation; Interventions to promote Self-Regulatory Competence & Success, Benefit-Finding, Positive Emotions; or Closure, Regret, & Retrospection Other Topics TBA During the Class According to Student Interests
	Class will decide among topics or students may individually or in teams choose readings from 1 of the available sets of readings (see modules) or identify their own readings.
April 27- May 3	<i>Final papers due to Canvas page, 5 PM</i>

*Article shares or original research proposals may be presented on the days designated above.

Weekly Schedule of Topics and Readings

Note: Articles appear in suggested reading order. Readings may be revised with advance notice to reflect students' interests and new work. Changes to the reading list will be announced both in class and through the website, so please be sure your e-mail address is up to date in Canvas.

January 9 Introduction

No readings, though you might want to get a head start on reading materials for January 23 and identifying an article to share and discuss on January 23.

January 16 Martin Luther King, Jr. Day – holiday, so no class meeting, but there are readings and discussion postings

Swim, J. K., & Thomas, M. A. (2006). Responding to everyday discrimination: A synthesis of research on goal directed, self-regulatory coping behaviors. In S. Levin and C. Van Laar (Eds.), *Stigma and group inequality: Social psychological perspectives (The Claremont Symposium on Applied Social Psychology)* (pp. 105-126). Mahwah, NJ: Lawrence Erlbaum Associates.

Mallett, R. K., & Swim, J. K. (2006). Bring it on: Proactive coping with discrimination. *Motivation and Emotion, 29*, 411-441.

Kaiser, C. R., Major, B., & McCoy, S. K. (2004). Expectations about the future and the emotional consequences of perceiving prejudice. *Personality and Social Psychology Bulletin, 30*(2), 173-184.

Pachankis, J. E., Hatzenbuehler, M. L., Wang, K., Burton, C. L., Crawford, F. W., Phelan, J. C., & Link, B.G. (2018). The burden of stigma on health and wellbeing: A taxonomy of concealment, course, disruptiveness, aesthetics, origin, and peril across 93 stigmas. *Personality and Social Psychology Bulletin, 44*(4), 451-474.

For discussion (and an optional challenge):

Find an article that talks about predictors of how people respond to discrimination with such responses as advocacy, education, and efforts to enact social change. The two articles by Cheryl Kaiser listed on this page examine some predictors of these kinds of responses to discrimination.

Recommended:

Crocker, J., & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigma. *Psychological Review, 96*, 608-630.

Weiner, B., Perry, R. P., & Magnusson, J. (1988). An attributional analysis of reactions to stigmas. *Journal of Personality and Social Psychology, 55*, 738-748.

Kaiser, C. R., & Miller, C. T. (2004). A stress and coping perspective on confronting sexism. *Psychology of Women Quarterly*, 28, 168-178.

January 23 Models of Self-Regulation and Coping

Carver, C. S., & Scheier, M. F. (2000). On the structure of behavioral self-regulation. In M. Boekaerts, P. R. Pintrich, and M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 41-84). San Diego: Academic Press.

Aspinwall, L. G. (2011). Future-oriented thinking, proactive coping, and the management of potential threats to health and well-being. In S. Folkman (Ed.), *The Oxford handbook of stress, health and coping* (pp. 334-365). New York: Oxford University Press.

Kirschenbaum, D. S. (1987). Self-regulatory failure: A review with clinical implications. *Clinical Psychology Review*, 7, 77-104. [Read for main points, gist.]

Baumeister, R. F., & Heatherton, T. F. (1996). Self-regulation failure: An overview. *Psychological Inquiry*, 7, 1-15.

Reading #5: Find your own reading! Select at least one high-quality empirical journal article¹ about coping with a condition or event of interest to you and to be prepared to share your findings in class on January 23. In your presentation, you should focus on how coping is conceptualized -- what stressors and challenges do people affected by this condition or event face, what is involved in coping with the stressor, how are these activities assessed, and with what outcomes? What personal, social, and structural or societal resources influence exposure to and management of this event? Are certain kinds of coping considered good/adaptive and others poor/maladaptive? Why? What is the timescale in which the stressor and responses to it are studied? (I will explain more in class January 9. Please also refer to the handout on themes of the course, available on class website and to be distributed at our first meeting.)

Optional extras for January 23:

Grund, A., Fries, S., & Rheinberg, F. (2018). Know your preferences: Self-regulation is need-congruent goal selection. *Review of General Psychology*, 22, 437-451.

Achtziger, A., & Gollwitzer, P. (2018). Motivation and volition in the course of action. In *Motivation and Action, Third Edition* (pp. 275-299). New York: Cambridge University Press. https://doi.org/10.1007/978-3-319-65094-4_12

Fujita, K., Carnevale, J. J., & Trope, Y. (2018). Understanding self-control as a whole vs. part dynamic. *Neuroethics*, 11, 283-296. <https://doi.org/10.1007/s12152-016-9250-2>

¹ A list of recommended journals appears on page 26 of the syllabus. Please clear exceptions to the list with the instructor in advance.

January 30 Coping: Conceptual Analyses, Measurement, & Methodological Critiques

Folkman, S., & Moskowitz, J. T. (2004). Coping: Pitfalls and promise. *Annual review of psychology*, *55*, 745-774. <https://doi.org/10.1146/annurev.psych.55.090902.141456>

Litt, M. D., Tennen, H., & Affleck, G. (2011). The dynamics of stress, coping and health: Assessing stress and coping processes in near real time. In S. Folkman (Ed.), *The Oxford handbook of stress, health, and coping* (pp. 387-403). New York: Oxford University Press.

Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology*, *56*, 267-283.

Stone, A. A., Greenberg, M. A., Kennedy-Moore, E., & Newman, M. G. (1991). Self-report, situation-specific coping questionnaires: What are they measuring? *Journal of Personality and Social Psychology*, *61*, 648-658.

Coyne, J. C., & Gottlieb, B. H. (1996). The mismeasure of coping by checklist. *Journal of Personality*, *64*, 959-991.

Recommended:

In class, we will examine both the Ways of Coping Inventory and the COPE in detail. We will also examine some reconceptualizations of coping offered by Skinner, Edge, Altman, & Sherwood (2003) in a major *Psychological Bulletin* review (not required reading):

Skinner, E. A., Edge, K., Altman, J., & Sherwood, H. (2003). Searching for the structure of coping: A review and critique of category systems for classifying ways of coping. *Psychological Bulletin*, *129*, 216-269.

Compas, B. E., Connor-Smith, J. K., Saltzman, H., Harding Thomsen, A., & Wadsworth, M. E. (2001). Coping with stress during childhood and adolescence: Problems, progress, and potential in theory and research, *Psychological Bulletin*, *127*, 87-127.

Folkman, S., Lazarus, R. S., Dunkel-Schetter, C., DeLongis, A., & Gruen, R. J. (1986). Dynamics of a stressful encounter: Cognitive appraisal, coping, and encounter outcomes. *Journal of Personality and Social Psychology*, *50*, 992-1003.

**February 6 Resources and the Stress Process:
Loss, Depletion, & Affirmation/Replenishment**

- Hobfoll, S. E. (2011). Conservation of resources theory: Its implication for stress, health, and resilience. In S. Folkman (Ed.), *The Oxford handbook of stress, health, and coping* (pp. 127-147). New York: Oxford University Press.
- Muraven, M., & Baumeister, R. F. (2000). Self-regulation and depletion of limited resources: Does self-control resemble a muscle? *Psychological Bulletin*, *126*, 247-259.
- Inzlicht, M., & Schmeichel, B. J. (2012). What is ego depletion? Toward a mechanistic revision of the resource model of self-control. *Perspectives on Psychological Science*, *7*, 450-463.
- Creswell, J. D., Welch, W. T., Taylor, S. E., Sherman, D. K., Gruenewald, T. L., & Mann, T. (2005). Affirmation of personal values buffers neuroendocrine and psychological stress responses. *Psychological Science*, *16*, 846-851.
- Inclight, M., Legault, L., & Teper, R. (2014). Exploring the mechanisms of self-control improvement. *Current Directions and Psychological Science*, *23*, 302-307.
- Recommended:
- Muraven, M., Shmueli, D., & Burkley, E. (2006). Conserving self-control strength. *Journal of Personality and Social Psychology*, *91*, 524-537.
- Huynh, S., Stefanucci, J. K., & Aspinwall, L. G. (2014). Self-affirmation counters the effects of self-regulatory resource depletion on height perception. *Journal of Experimental Social Psychology*, *52*, 96-100.
- Wargo, E. (2009, January). Resisting temptation: Psychological research brings new strength to understanding willpower. *Observer*, *22*, 10-15, 17.
- Kaplan, S. & Berman, M. G. (2010). Directed attention as a common resource for executive functioning and self-regulation. *Perspectives on Psychological Science*, *5*, 43-57.
- Mun, C. J., Davis, M. C., Molton, I. R., Karoly, P., Suk, H. W., Ehde, D. M., Tennen, H., Kerns, R. D., & Jensen, M. P. (2019). Personal resource profiles of individuals with chronic pain: Sociodemographic and pain interference difference. *Rehabilitation Psychology*, *64*, 245-262.
- Wieber, F., & Gollwitzer, P. (2016). Decoupling one's goal striving from resource depletion by forming implementation intentions. In E. Hirt, J. J. Clarkson, L. Jia, & P. M. Egan (Eds.), *The state of depletion: Advances in the psychology of self-regulation and self-control*, pp. 43-65. New York, NY: Elsevier.

February 13 Coping with What?: Why Goals (and Standards and Tasks) Matter

Higgins, E. T. (1997). Beyond pleasure and pain. *American Psychologist*, 52, 1280-1300.

Elliot, A. J., Sheldon, K. M., & Church, M. A. (1997). Avoidance personal goals and subjective well-being. *Personality and Social Psychology Bulletin*, 23, 915-927.

Coats, E. J., Janoff-Bulman, R., & Alpert, N. (1996). Approach versus avoidance goals: Differences in self-evaluation and well-being. *Personality and Social Psychology Bulletin*, 22, 1057-1067.

Strauman, T. J. and Wilson, W. A. (2010). Individual differences in approach and avoidance: Behavioral activation/inhibition and regulatory focus as distinct levels of analysis. In R. H. Hoyle (Ed.) *Handbook of personality and self-regulation* (pp. 447-473). Oxford, UK: Wiley-Blackwell.

Burnette, J. L., O'Boyle, E. H., VanEpps, E. M., Pollack, J. M., & Finkel, E. J. (2013). Mind-sets matter: A meta-analytic review of implicit theories and self-regulation. *Psychological Bulletin*, 139, 655-701.

Recommended:

Higgins, E. T., Strauman, T. & Klein, R. (1986). Standards and the process of self-evaluation: Multiple affects from multiple stages. In R. M. Sorrentino and E. T. Higgins (Eds.), *Handbook of motivation and cognition: Foundations of social behavior* (pp. 23-63). New York: Guilford Press.

Higgins, E. T., Bond, R. N., Klein, R. & Strauman, T. (1986). Self-discrepancies and emotional vulnerability: How magnitude, accessibility, and type of discrepancy influence affect. *Journal of Personality and Social Psychology*, 51, 5-15.

Gloster, A. T., Meyer, A. H., Witthauer, C., Lieb, R., & Mata, J. (2017). "I feel better when...": An analysis of the memory-experience gap for peoples' estimates of the relationship between health behaviors and experiences. *Psychology & Health*, 32, 1152-1166.

February 20 Presidents' Day Holiday – no class meeting

February 27 Personality and Coping—Multiple Mechanisms

Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, *41*, 954-969.

Carver, C. S., & Connor-Smith, J. (2010). Personality and coping. *Annual Review of Psychology*, *61*, 679-704.

Headey, B., & Wearing, A. (1989). Personality, life events, and subjective well-being: Toward a dynamic equilibrium model. *Journal of Personality and Social Psychology*, *57*, 731-739.

Bolger, N., & Zuckerman, A. (1995). A framework for studying personality in the stress process. *Journal of Personality and Social Psychology*, *69*, 890-902.

Reading #5: Find your own reading! Select an article to share with the class. This article could examine the relation of an individual difference factor to some aspect of self-regulation and coping, including exposure to, coping with, and documented outcomes of your chosen stressor. Alternatively, you could identify an individual difference in coping style, self-regulatory competence, or some other related factor that would influence coping with stressors more generally.

Recommended:

Leary, M. R., Adams, C. E., & Tate, E. B. (2010). Hypo-egoic self-regulation. In R. H Hoyle (Ed.), *Handbook of personality and self-regulation* (pp. 474-497). Oxford, UK: Wiley-Blackwell.

Crocker, J., Moeller, S., & Burson, A. (2010). The costly pursuit of self-esteem: Implications for self-regulation. In R. H Hoyle (Ed.), *Handbook of personality and self-regulation* (pp. 403-429). Oxford, UK: Wiley-Blackwell.

Armor, D. A., Massey, C., & Sackett, A. M. (2008). Prescribed optimism: Is it right to be wrong about the future? *Psychological Science*, *19*, 329-331.

Aspinwall, L. G., Richter, L., & Hoffman, R. R. (2001). Understanding how optimism “works”: An examination of optimists’ adaptive moderation of belief and behavior. In E. C. Chang (Ed.), *Optimism and pessimism: Theory, research, and practice* (pp. 217-238). Washington: American Psychological Association.

March 6 Spring Break, no class

March 13 Negative Affect and Coping; Emotion-Focused Coping Reconsidered

Students to choose 2 or 3 articles from either the required or recommended list and be ready to discuss their implications for coping with chosen stressor and implications for intervention.

Cohen, S., & Rodriguez, M. S. (1995). Pathways linking affective disturbances and physical disorders. *Health Psychology, 14*, 374-380.

Leith, K. P., & Baumeister, R. F. (1996). Why do bad moods increase self-defeating behavior: Emotion, risk taking, and self-regulation. *Journal of Personality and Social Psychology, 71*, 1250-1267.

Millgram, Y., Joormann, J., Huppert, J. D., & Tamir, M. (2015). Sad as a matter of choice? Emotion-regulation goals and depression. *Psychological Science, 26*, 1216-1228.

Mathews, A. (1990). Why worry? The cognitive function of anxiety. *Behaviour Research and Therapy, 28*, 455-468.

Stanton, A. L., Danoff-Burg, S., Cameron, C. L., & Ellis, A. P. (1994). Coping through emotional approach: Problems of conceptualization and confounding. *Journal of Personality and Social Psychology, 66*, 350-362.

Sheeran, P., Webb, T. L., Gollwitzer, P., & Oettingen, G. (2018). Self-regulation of affect-health behavior relations. In *Affective Determinants of Health Behavior* (pp. 90-114). Oxford University Press. <https://doi.org/10.1093/oso/9780190499037.003.0005>

Kunzmann, U., Schilling, O., Wrosch, C., Siebert, J. S., Katzorreck, M. Wahl, H.-W., & Gerstorff, D. (2019). Negative emotions and chronic physical illness: A lifespan developmental perspective. *Health Psychology, 38*, 949-959.

Recommended:

Pyszczynski, T., & Greenberg, J. (1987). Self-regulatory perseveration and the depressive self-focusing style: A self-awareness theory of reactive depression. *Psychological Bulletin, 102*, 122-138.

Gray, J. R. (1999). A bias toward short-term thinking in threat-related negative emotional states. *Personality and Social Psychology Bulletin, 25*, 65-75.

Bar-Haim, Y., Lamy, D., Pergamin, L., Bakermans-Kranenberg, M. J., & van IJzendoorn, M. H. (2007). Threat-related attentional bias in anxious and non-anxious individuals: A meta-analytic study. *Psychological Bulletin, 133*, 1-24.

Ferrer, R. A., Green, P. A., & Feldman Barrett, L. (2015). Affective science perspectives on cancer control: Strategically crafting a mutually beneficial research agenda. *Perspectives on Psychological Science, 10*, 328-345.

March 20 Positive Affect and Coping (readings to be updated, students will choose 3, with option to find own article as 1 of the 3)

- Aspinwall, L.G. (1998). Rethinking the role of positive affect in self-regulation. *Motivation and Emotion, 22*, 1-32.
- Aspinwall, L. G., & Tedeschi, R. G. (2010). The value of Positive Psychology for Health Psychology: Progress and pitfalls in examining the relation of positive phenomena to health. *Annals of Behavioral Medicine, 39*, 4-15.
- Aspinwall, L. G., & Pengchit, W. (2013). Positive psychology. In M. D. Gellman & J. R. Turner (Eds.), *Encyclopedia of behavioral medicine, Part 16*, 1511-1517. New York: Springer.
- Folkman, S. (1997). Positive psychological states and coping with severe stress. *Social Science and Medicine, 45*, 1207-1221.
- Folkman, S., & Moskowitz, J. T. (2000). Positive affect and the other side of coping. *American Psychologist, 55*, 647-654.
- Moskowitz, J. T. (2011). Coping interventions and the regulation of positive affect. In S. Folkman (Ed.), *The Oxford handbook of stress, health, and coping* (pp. 407-427). New York: Oxford University Press.
- Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin, 131*, 803-855.
- Isen, A. M. (2008). Some ways in which positive affect influences decision making and problem solving. In M. Lewis, J. M. Haviland-Jones, and L. Feldman Barrett (Eds.), *Handbook of emotions* (3rd edition, pp. 548-573). New York: The Guilford Press.
- Isen, A.M., & Reeve, J. (2005). The influence of positive affect on intrinsic and extrinsic motivation: Facilitating enjoyment of play, responsible work behavior, and self-control. *Motivation and Emotion, 29*, 297–325. Doi:10.1007/s11031-006-9019-8
- Fredrickson, B. L. (1998). What good are positive emotions? *Review of General Psychology, 2*, 300-319.
- Fredrickson, B. L., & Joiner, T. (2002). Positive emotions trigger upward spirals toward emotional well-being. *Psychological Science, 13*, 172-175.

**March 27 Self-Regulation and Future-Oriented Thinking:
Mental Simulation, Regulatory Contrast, Anticipated Affect,
& Implementation Intentions**

Taylor, S. E., Pham, L. B., Rivkin, I. D., & Armor, D. A. (1998). Harnessing the imagination: Mental simulation, self-regulation, and coping. *American Psychologist*, *53*, 429-39.

Gollwitzer, P. M., & Sheeran, P. (2006). Implementation intentions and goal achievement: A meta-analysis of effects and processes. *Advances in Experimental Social Psychology*, *38*, 69-119.

Trope, Y. & Liberman, N. (2010). Construal-level theory of psychological distance. *Psychological Review*, *117*, 440-463.

Choose one of the following:

Oettingen, G., & Mayer, D. (2002). The motivating function of thinking about the future: Expectations versus fantasies. *Journal of Personality and Social Psychology*, *83*, 1198-1212.

Oettingen, G., Mayer, D., Thorpe, J. S., Hanetzke, H., & Lorenz, S. (2005). Turning fantasies about positive and negative futures into self-improvement goals. *Motivation and Emotion*, *29*, 237-67.

Recommended:

Aspinwall, L.G., & Taylor, S.E. (1997). A stitch in time: Self-regulation and proactive coping. *Psychological Bulletin*, *121*, 417-436.

Ortner, C. N. M., Chadwick, L., & Wilson, A. M. (2018). Think ahead before you regulate: A focus on future consequences predicts choices of and beliefs about strategies for the down-regulation of negative emotions. *Motivation and Emotion*, *42*, 896-908.

Stein, J. S., Tegge, A. N., Turner, J. K., & Bickel, W. K. (2018). Episodic future thinking reduces delay discounting and cigarette demand: An investigation of the good-subject effect. *Journal of Behavioral Medicine*, *41*, 269-276.

Steinhart, Y., & Jiang, Y. (2019). Securing the future: Threat to self-image spurs financial saving intentions. *Journal of Personality and Social Psychology: Attitudes and Social Cognition*, *117*, 741-757.

Nenkov, G. Y., Haws, K. L., & Kim, M. J. (2014). Fluency in future focus: Optimizing outcome elaboration strategies for effective self-control. *Social Psychological and Personality Science*, *5*, 769-776.

Recommendations continue next page.

Recommended readings for March 24 (continued):

Wieber, F., & Gollwitzer, P. (2016). Decoupling one's goal striving from resource depletion by forming implementation intentions. In E. Hirt, J. J. Clarkson, L. Jia, & P. M. Egan (Eds.), *The state of depletion: Advances in the psychology of self-regulation and self-control*, pp. 43-65. New York, NY: Elsevier. [Chapter is in the February 3 Resources module.]

Hagger, M. S., Luszczynska, A., de Wit, J., Benyamini, Y., Burkert, S., Chamberland, P. E., ... Gollwitzer, P. (2016). Implementation intention and planning interventions in Health Psychology: Recommendations from the Synergy Expert Group for research and practice. *Psychology and Health, 31*(7), 814-839. <https://doi.org/10.1080/08870446.2016.1146719> (NOTE: this is also in the Interventions folder/module)

Nguyen, T., Carnevale, J. J., Scholer, A. A., Miele, D. B., & Fujita, K. (2019). Metamotivational knowledge of the role of high-level and low-level construal in goal-relevant task performance. *Journal of Personality and Social Psychology: Attitudes and Social Cognition, 117*, 876-899.

April 3 Adaptation and Growth I.: Conceptualizations of Adaptation & Well-Being

Janoff-Bulman, R. (1989). Assumptive worlds and the stress of traumatic events: Applications of the schema construct. *Social Cognition, 7*, 113-136.

Taylor, S. E. (1983). Adjustment to threatening events: A theory of cognitive adaptation. *American Psychologist, 38*, 1161-1173.

Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology, 57*, 1069-1081.

Recommended:

Taylor, S. E., Kemeny, M. E., Reed, G. M., Bower, J. E., & Gruenewald, T. L. (2000). Psychological resources, positive illusions, and health. *American Psychologist, 55*, 99-109.

Stanton, A. L. & Revenson, T. A. (2007). Adjustment to chronic disease: Progress and promise in research. In H. S. Friedman and R. C. Silver (Eds.), *Foundations of health psychology* (pp. 203-233). New York: Oxford University Press.

Tsai, J. L., Knutson, B., & Fung, H. H. (2006). Cultural variation in affect valuation. *Journal of Personality and Social Psychology, 90*, 288-307.

April 10 Adaptation and Growth II.: Growth, Benefit-Finding, & Meaning

Tedeschi, R.G., & Calhoun, L.G. (2004). Post-traumatic growth: Conceptual foundations and empirical evidence. *Psychological Inquiry*, 15, 1-18.

Frazier P., Tennen H., Gavian M., Park C., Tomich P., & Tashiro T. (2009). Does self-reported posttraumatic growth reflect genuine positive change? *Psychological Science*, 20, 912-919.

Proulx, T., & Inzlicht, M. (2012). The five “A”s of meaning maintenance: Finding meaning in the theories of sense-making. *Psychological Inquiry*, 23(4), 317–335.
<https://doi.org/10.1080/1047840X.2012.702372>

McFarland, C., & Alvaro, C. (2000). The impact of motivation on temporal comparisons: Coping with traumatic events by perceiving personal growth. *Journal of Personality and Social Psychology*, 79, 327-343.

Choose one of the following:

Park, C. L. (2011). Meaning, coping, and health and well-being. In S. Folkman (Ed.), *The Oxford handbook of stress, health, and coping* (pp. 227-241). New York: Oxford University Press.
 OR

Hooker, S. A., Masters, K. S., & Park, C. L. (2018). A meaningful life is a healthy life: A conceptual model linking meaning and meaning salience to health. *Review of General Psychology*, 22, 11-24.

Recommended:

Affleck, G., & Tennen, H. (1996). Construing benefits from adversity: Adaptational significance and dispositional underpinnings. *Journal of Personality*, 64, 899-922.

Collins, R. L., Taylor, S. E., & Skokan, L. A. (1990). A better world or a shattered vision? Changes in life perspectives following victimization. *Social Cognition*, 8, 263-285.

Lyubormirsky, S., Sousa, L., & Dickerhoof, R. (2006). The costs and benefits of writing, talking, and thinking about life’s triumphs and defeats. *Journal of Personality and Social Psychology*, 90, 692-708.

Pakenham, K. I. (2011). Benefit-finding and sense-making in chronic illness. In S. Folkman (Ed.), *The Oxford handbook of stress, health, and coping* (pp. 242-268). New York: Oxford University Press.

Wong, P. T. P. (Ed.). (2012). *The human quest for meaning: Theories, research, and applications* (2nd ed.). New York, NY: Routledge. <http://www.drpaulwong.com/human-quest-for-meaning-2nd-ed/>

April 17 Adaptation and Growth III.: Set Points & Trajectories

- Bonanno, G.A., Wortman, C.B., Lehman, D.R., Tweed, R.G., Haring, M., Sonnega, J., Carr, D., & Nesse, R.M. (2002). Resilience to loss and chronic grief: A prospective study from pre-loss to 18 months post-loss. *Journal of Personality and Social Psychology*, *83*, 1150-1164.
- Lucas, R.E. (2005). Time does not heal all wounds: A longitudinal study of reaction and adaptation to divorce. *Psychological Science*, *16*, 945-950.
- Lucas, R. E., Clark, A. E., Georgellis, Y., & Diener, E. (2004). Unemployment alters the set point for life satisfaction. *Psychological Science*, *15*, 8-13.
- Lyubomirsky, S. (2011). *Hedonic adaptation to positive and negative experiences*. In S. Folkman (Ed.), *The Oxford handbook of stress, health, and coping* (pp. 200-224). New York: Oxford University Press.
- Powdthavee, N. (2009). What happens to people before and after disability? Focusing effects, lead effects, and adaptation in different areas of life. *Social Science and Medicine*, *69*, 1834-1844. <https://www.ncbi.nlm.nih.gov/pubmed/19833424>

Reading #5: Find your own reading! Instead of one of the articles listed above, identify a prospective study of coping with or adapting to your chosen stressor, or one that follows people for a long period of time. Be prepared to share the findings of your article.

Recommended:

- Brickman, P., Coates, D., & Janoff-Bulman, R. (1978). Lottery winners and accident victims: Is happiness relative? *Journal of Personality and Social Psychology*, *36*, 917-927.
- Lucas, R. E., Clark, A. E., Georgellis, Y., & Diener, E. (2003). Reexamining adaptation and the set point model of happiness: Reactions to changes in marital status. *Journal of Personality and Social Psychology*, *84*, 527-539.
- Wortman, C.B., & Silver, R.C. (2001). The myths of coping with loss revisited. In M. S. Stroebe, R. O. Hansson, W. Stroebe, and Schut, H. (Eds.), *Handbook of bereavement research: Consequences, coping, and care* (pp. 405-429). Washington, DC: American Psychological Association.

April 24 Challenges to Psychological Control: Maintenance and Disengagement
(Each student should choose 3 of the following readings. See notes on next page for alternatives to these readings, depending on student interests.)

Heckhausen, J., & Schulz, R. (1995). A life-span theory of control. *Psychological Review*, 102, 284-304.

Thompson, S. C. & Schlehofer, M. M. (2008). The many sides of control motivation: Motives for high, low, and illusory control. In J. Y. Shah and W. L. Garner (Eds.), *Handbook of motivation science*, (pp. 41-56). New York: Guilford Press.

Davis, C. G., Lehman, D. R., Wortman, C. B., Silver, R. C., & Thompson, S. C. (1995). The undoing of traumatic life events. *Personality and Social Psychology Bulletin*, 21, 109-124.

Miller, G. E., & Wrosch, C. (2007). You've got to know when to fold 'em: Goal disengagement and systemic inflammation in adolescence. *Psychological Science*, 18, 773-777.

Wrosch, C. (2011). Self-regulation of unattainable goals and pathways to quality of life. In S. Folkman (Ed.), *The Oxford handbook of stress, health, and coping* (pp. 319-333). New York: Oxford University Press.

Wrosch, C., Scheier, M. F., & Miller, G. E. (2013). Goal Adjustment Capacities, Subjective Well-being, and Physical Health. *Social and Personality Psychology Compass*, 7(12), 847-860.

Thompson, S. C. (1981). Will it hurt less if I can control it? A complex answer to a simple question. *Psychological Bulletin*, 90, 89-101.

Skinner, E. A. (1996). A guide to constructs of control. *Journal of Personality and Social Psychology*, 71, 549-570.

Recommended:

Thompson, S. C., Sobolew-Shubin, A., Galbraith, M. E., Schwankovsky, L., & Cruzen, D. (1993). Maintaining perceptions of control: Finding perceived control in low-control circumstances. *Journal of Personality and Social Psychology*, 64, 293-304.

Skinner, E. A., & Zimmer-Gembeck, M. J. (2011). Perceived control and the development of coping. *The Oxford Handbook of Stress, Health, and Coping*, 35-59.

Alquist et al. (2015). The making of might-have-beens: Effects of free will belief on counterfactual thinking. *PSPB*, 41, 268-283.

Additional Topics to Be Considered for April 24 (and potentially April 17)

Note: Depending on student interests, we may decide to cover one of the following sets of readings instead of the scheduled ones for April 20, the last day of class.

A. Interpersonal Aspects of Self-Regulation

Jackson, T., MacKenzie, J., & Hobfoll, S. E. (2000). Communal aspects of self-regulation. In M. Boekaerts, P. R. Pintrich, and M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 275-299). San Diego, CA: Academic Press.

Berg, C. A., & Upchurch, R. (2007). A developmental-contextual model of couples coping with chronic illness across the adult lifespan. *Psychological Bulletin*, *133*, 920-954.

Revenson, T., & DeLongis, A. (2011). Couples coping with chronic illness. In S. Folkman (Ed.), *The Oxford handbook of stress, health, and coping* (pp. 101-123). New York: Oxford University Press.

Swim, J. K., & Thomas, M. A. (2006). Responding to everyday discrimination: A synthesis of research on goal directed, self-regulatory coping behaviors. In S. Levin and C. Van Laar (Eds.), *Stigma and group inequality: Social psychological perspectives (The Claremont Symposium on Applied Social Psychology)* (pp. 105-126). Mahwah, NJ: Lawrence Erlbaum Associates. [This article was also in the set of MLK, Jr. holiday readings for January 20.]

Fitzsimons, G. M., Shah, J., Chartrand, T. L., & Bargh, J. A. (2005). Goals and labors, friends, and neighbors: Self-regulation and interpersonal relationships. In M. W. Baldwin (Ed.), *Interpersonal cognition* (pp. 103-125). New York: Guilford Press.

B. Interventions to Promote Self-Regulatory Competence

Thoolen, B. J., de Ridder, D., Bensing, J., Gorter, K., & Rutten, G. (2009). Beyond good intentions: The role of proactive coping in achieving sustained behavioural change in the context of diabetes management. *Psychology & Health*, *24*, 237-254.

Stadler, G., Oettingen, G., & Gollwitzer, P. M. (2009). Physical activity in women: Effects of a self-regulation intervention. *American Journal of Preventive Medicine*, *36*, 29-34.

Baumeister, R. F., Gailliot, M., DeWall, C. N., & Oaten, M. (2006). Self-regulation and personality: How intervention increases regulatory success, and how depletion moderates the effects of traits on behavior. *Journal of Personality*, *74*, 1773-1801.

Oyserman, D., Bybee, D., & Terry, K. (2006). Possible selves and academic outcomes: How and when possible selves impel action. *Journal of Personality and Social Psychology*, *91*, 188-204.

Readings continue on next page.

B. Intervention readings, continued.

- Moskowitz, J. T. (2011). Coping interventions and the regulation of positive affect. In S. Folkman (Ed.), *The Oxford handbook of stress, health, and coping* (pp. 407-427). New York: Oxford University Press. [This article was featured in the readings on Positive Affect.]
- Sin, N. L., & Lyubomirsky, S. (2009). Enhancing well-being and alleviating depressive symptoms with positive psychology interventions: A practice-friendly meta-analysis. *Journal of Clinical Psychology, 65*, 467-487.
- Hagger, M. S., Luszczynska, A., de Wit, J., Benyamini, Y., Burkert, S., Chamberland, P. E., ... Gollwitzer, P. (2016). Implementation intention and planning interventions in Health Psychology: Recommendations from the Synergy Expert Group for research and practice. *Psychology and Health, 31*(7), 814-839. <https://doi.org/10.1080/08870446.2016.1146719>
- Gollwitzer, P., Mayer, D., Frick, C., & Oettingen, G. (2018). Promoting the self-regulation of stress in health care providers: An internet-based intervention. *Frontiers in Psychology, 9*(JUN), [838]. <https://doi.org/10.3389/fpsyg.2018.00838>
- Wittleder, S., Kappes, A., Oettingen, G., Gollwitzer, P., Jay, M., & Morgenstern, J. (2019). Mental contrasting with implementation intentions reduces drinking when drinking is hazardous:: An online self-regulation intervention. *Health Education and Behavior*. <https://doi.org/10.1177/1090198119826284>
- https://www.theguardian.com/global/2019/nov/21/glass-half-full-how-i-learned-to-be-an-optimist-in-a-week?utm_source=pocket-newtab

C. Retrospection, Counterfactual Thinking, Regret & Closure

- Davis, C. G., & Lehman, D. R. (1995). Counterfactual thinking and coping with traumatic life events. In N. J. Roesse & J. M. Olson (Eds.), *What might have been: The social psychology of counterfactual thinking* (p. 353–374). Lawrence Erlbaum Associates, Inc.
- Alquist et al. (2015). The making of might-have-beens: Effects of free will belief on counterfactual thinking. *PSPB* [see prior module].
- Epstude, K., & Roesse, N. J. (2008). The functional theory of counterfactual thinking. *Personality and Social Psychology Review, 12*, 168-192.
- Kalkstein, D. A., Hubbard, A. D., & Trope, Y. (2018). Beyond direct reference: Comparing the present to the past promotes abstract processing. *Journal of Experimental Psychology: General, 147*(6), 933-938. <https://doi.org/10.1037/xge0000448>
- Schwörer, B., Krott, N. R., & Oettingen, G. (2019). Saying goodbye and saying it well: Consequences of a (not) well-rounded ending. *Motivation Science*. Advance online publication. <http://dx.doi.org/10.1037/mot0000126>

April 27-May 3 Final papers due at 5 PM.

Recommended Journals for Class Assignments

Journal of Personality and Social Psychology
Journal of Consulting and Clinical Psychology
Personality and Social Psychology Bulletin
Journal of Experimental Social Psychology
Psychological Science
Perspectives on Psychological Science
Clinical Psychological Science
Journal of Social and Clinical Psychology

Psychological Bulletin
Psychological Review
Personality and Social Psychology Review
Psychological Inquiry
American Psychologist

Social and Personality Psychology Compass

Health Psychology
Health Psychology Review
Annals of Behavioral Medicine
Journal of Behavioral Medicine
Psychology and Health
Journal of Health and Social Behavior
Social Science and Medicine

Motivation Science
Motivation and Emotion
Stigma and Health
Self and Identity

Note: If you are considering articles for the article share presentation that are not listed in the above journals, please clear them with the professor first.

If you select an article from one of above journals that features a comprehensive review, try to focus on the details of 1 or 2 empirical studies, rather than presenting the scope of the entire review.

CSBS EMERGENCY ACTION PLAN



BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.



CAMPUS RESOURCES

U Heads Up App: There's an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.