

**Psychology 7465**  
**Self-Regulation, Coping, Adaptation and Health**

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Class Time: Thursday 1-4 p.m., Rm. 801 Beh-S

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**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.

Topics include theoretical models of self-regulation, stress, coping, and adaptation; 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 and the world over time; 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; and psychological control and disengagement. These topics will be considered in the context of actual and potential stressors that vary in their complexity, controllability, uncertainty, stigmatization, and other important dimensions. The course will also examine contemporary issues in defining, assessing, and understanding 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 events, or by focusing on self-regulatory, adaptational, and/or social processes that may apply across conditions or classes of conditions.

**Note:** This course deliberately underemphasizes certain highly important topics in order to reduce overlap with other departmental offerings, such as Stress Physiology and Relationships and Health Across the Lifespan.

**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/147635>. The class website may also be accessed through your Campus Information Systems (CIS) page or through [www.uonline.utah.edu/canvas](http://www.uonline.utah.edu/canvas). The readings are in the "Modules" tab in folders for each topic. The reading list begins on p. 7 of this syllabus.

## Requirements & Grading

- Class participation in weekly discussions\* – 15%
- Short paper on what you have learned from the class so far about your chosen stressor – 10%
  - Due Tuesday, March 3, 11 PM
- Article share or original research presentation – 15%
  - 15-20 minutes, sign up for one of the 9 available dates
- Early 1- or 2-page description of literature review & research ideas for final paper – 10%
  - due anytime Tuesday March 31 – Thursday, April 16
  - feedback will be provided to help you refine your final paper)
- Final paper – 50%
  - Due May 4, 3 PM

\*A high level of active regular participation in class discussion is expected in this advanced graduate seminar; exceptional participation may help in the case of borderline grades on other course requirements.

## Weekly Class Discussions

The reading list 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 Tuesday, March 3, 11 PM

The readings for many weeks in the 1<sup>st</sup> 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 9 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 schedule of topics that begins on page 5), 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 16.

**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.

### **Outline of Final Paper & Final Paper**

**Outline is due anytime between March 31 and April 16; final paper is due May 4, 3 PM**

A research proposal or conceptual review of 12-15 pages is due on Monday, May 4, 3 p.m. by e-mail. 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 16. 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 31 and April 16) will also provide an opportunity for you to receive feedback and suggestions for refining your approach and ideas.

### **Important Administrative Details**

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

### **Policy on Late Papers & Extensions**

Graduate students 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 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.

### **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 June 5, 2015.

### **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.

## **Accommodations for Disability**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. The instructor of this course is fully committed to both the letter and the spirit of this goal. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS 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 Services.

If you qualify for accommodations in classroom seating or other aspects 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 make arrangements.

## **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.

## **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](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.

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.**

Although it is often helpful to discuss the paper assignments and course materials with other students, no group projects are allowed; your papers must represent your own individual and original work. 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.

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 for this class.

**Other Registration and Grading Details**

*Withdrawals:* The last date for course withdrawal without instructor's permission is March 6. 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 majority of the assignments. Please see your registration guide for more detailed information about university policies governing the approval of incomplete grades.

**Seminar Outline  
Weekly Schedule of Topics & Assignments**

<b>Jan. 15</b>	<b>Introduction – class will start at 2:45 PM and end at 4 PM</b>
	(Professor is participating in an off-site federal grant panel meeting until 2 PM.)
<b>Jan. 22</b>	<b>Models of Self-Regulation and Coping</b>
	Student 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?
<b>Jan. 29</b>	<b>Coping: Conceptual Analyses &amp; Methodological Critiques</b>
	We will analyze widely used measures of coping for their conceptual content and applicability to particular stressors.
<b>Feb. 5*</b>	<b>Resources and the Stress Process: Loss, Depletion, &amp; Affirmation/Replenishment</b>
	Student discussion of resources implicated in coping with particular stressors.
<b>Feb. 12*</b>	<b>Coping with What?: Why Goals (and Standards and Tasks) Matter</b>
	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.
<b>Feb. 19</b>	<b>Personality and Coping—Multiple Mechanisms</b>
	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.
<b>Feb. 26</b>	<b>No class – SPSP conference</b>

<b>Mar. 3 (Tues.)</b>	<b><i>Short summary of what you have learned about your chosen stressor, due by e-mail by 11 PM</i></b>
<b>Mar. 5*</b>	<b>Negative Affect and Coping: Emotion-Focused Coping Reconsidered</b> Student discussion of sources of negative affect and their likely impact on specific aspects of coping with chosen stressor; implications for intervention.
<b>Mar. 12*</b>	<b>Positive Affect and Coping, Positive Beliefs and Health</b> Student discussion of sources of positive affect and their likely impact on specific aspects of coping with chosen stressor; implications for intervention.
<b>Mar. 19</b>	<b>No class – Spring Break</b>
<b>Mar. 26*</b>	<b>Self-Regulation and Future-Oriented Thinking: Mental Simulation, Regulatory Contrast, Anticipated Affect, &amp; Implementation Intentions</b> Student discussion of anticipatory and proactive coping processes that may apply to chosen stressor; implications for intervention.
<b>March 31-April 16</b>	<b><i>Deadline for submission of outline for literature review &amp; research proposal for final project, by e-mail by 11 PM</i></b>
<b>April 2*</b>	<b>Adaptation and Growth I.: Conceptualizations of Adaptation &amp; Well-Being</b> 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?
<b>April 9*</b>	<b>Adaptation and Growth II.: Growth, Benefit-Finding &amp; Meaning</b> 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?
<b>April 16*</b>	<b>Adaptation and Growth III.: Set points &amp; Trajectories</b> 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? Deadline for clearing final paper topic with instructor.
<b>April 23*</b>	<b>Last class: Challenges to Psychological Control: Maintenance &amp; Disengagement or alternate topics: Interpersonal Aspects of Self-Regulation, Interventions</b> Class will decide among topics or whether students may individually choose readings from 1 of the 3 sets.
<b>May 4</b>	<b><i>Final papers due by e-mail, 3 PM</i></b>

\*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 student 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 15 Introduction – please note class will run only from 2:45 PM-4 PM**

No readings, though you might want to get a head start on reading next week's materials and identifying an article to present on January 22.

### **January 22 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. (2001). Dealing with adversity: Self-regulation, coping, adaptation, and health. In A. Tesser and N. Schwarz (Eds.), *Blackwell handbook of social psychology: Intraindividual processes* (pp. 591-614). Malden, MA: Blackwell.

Kirschenbaum, D. S. (1987). Self-regulatory failure: A review with clinical implications. *Clinical Psychology Review*, 7, 77-104.

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 article<sup>1</sup> about coping with a condition or event of interest to you and to be prepared to share your findings in class on January 22. 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 15.)

### **January 29 Coping: Conceptual Analyses, Measurement, & Methodological Critiques**

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.

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.

Readings continue on next page.

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<sup>1</sup> A list of recommended journals appears on page 16 of the syllabus.

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:

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.

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.

## **February 5 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.

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.

Recommended:

Muraven, M., Shmueli, D., & Burkley, E. (2006). Conserving self-control strength. *Journal of Personality and Social Psychology*, *91*, 524-537.

Readings continue on next page.

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.

## **February 12 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.

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. Note: we may read the following article instead (advance notice will be given): 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.

Recommended:

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.

## **February 19 Personality and Coping—Multiple Mechanisms**

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 #4: 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.

**February 26 No Class – SPSP conference**

**March 5 Negative Affect and Coping; Emotion-Focused Coping Reconsidered**

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.

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.

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 and anxious and non-anxious individuals: A meta-analytic study. *Psychological Bulletin, 133*, 1-24.

**March 12 Positive Affect and Coping**

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.

Folkman, S. (1997). Positive psychological states and coping with severe stress. *Social Science and Medicine*, 45, 1207-1221.

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* (3<sup>rd</sup> edition, pp. 548-573). New York: The Guilford Press.

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.

Recommended:

Aspinwall, L.G. (1998). Rethinking the role of positive affect in self-regulation. *Motivation and Emotion*, 22, 1-32.

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.

**March 19 No class – Spring Break**

**March 26 Self-Regulation and Future-Oriented Thinking:  
Mental Simulation, Regulatory Contrast, Anticipated Affect,  
& Implementation Intentions**

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.

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.

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.

Readings continue on next page.

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.

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.

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.

## **April 2      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 9      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.

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.

Readings continue on next page

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.

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.

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.

**April 16      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.

Readings continue on next page.

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 23      Challenges to Psychological Control: Maintenance and Disengagement**

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.

Recommended:

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.

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

### **Additional Topics to Be Considered for April 23**

Note: Depending on student interests, we may decide to cover one of the following sets of readings instead of the scheduled ones for April 23, the last day of class.

### **A. Interpersonal Aspects of Self-Regulation**

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.

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.

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.

### **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 increase 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.

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.

**May 4 Final papers due at 3pm.**

## **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*

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

*Health Psychology*  
*Health Psychology Review*  
*Annals of Behavioral Medicine*

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 1<sup>st</sup>.

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