**Instructor: Dr. Clarissa J. Arms-Chavez**

**E-mail: cchavez@aum.edu (\*Preferred\*)**

**Phone: (334) 244 – 3595** *(Please be sure to leave a message!)*

**Class Meeting: Wednesdays 4:00-6:30pm**

**Class Location: Haley Center 2226**

**Meet with Me: By appointment & via Zoom only**

* Schedule a Zoom meeting here: <https://calendly.com/armschavez/meetings>

----------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Course Information:**

**Course Description:**

This course is designed to cover topics relating to cognitive psychology and the emotional influences on behavior. The course will focus on forming a strong foundation on the science of human cognition and emotion, extending your understanding to how the two areas influence each other, and how the two areas can help to inform areas of clinical/counseling psychology. The course will focus on key topics involved in attention, perception, memory, problem-solving, reasoning, and social cognition.

**Course Objectives:**

This course is designed to provide students with the foundational knowledge to do the following:

1. Understand and discuss the history, theory, and measurement of human cognition and emotion from a basic science perspective.
2. Survey the state of the scientific literature in key domains of cognition and affective bases of behavior.
3. Discuss the integration of basic cognitive and affective processes.
4. Display competence in critical, scientific thinking and the capacity to evaluate the strengths and weaknesses of original research articles in cognitive and affective science.

**Course Readings:**

* **Required Readings - Discussion Articles**:
  + All assigned discussion articles (4-5 per week) are posted on Canvas.
  + All students are expected to carefully read all of the assigned articles before class and be prepared to discuss each article every week.
  + A full reference list has been provided on page 9.
* **Supplemental Readings – Textbook:**
  + Smith, E. E. & Kosslyn, S.M., (2007). *Cognitive Psychology: Mind and Brain*. Upper Saddle River, N.J.: Pearson/Prentice Hall.
    - Note: Chapter 8: *Emotion & Cognition* will be covered and integrated every week.
  + **You are not required to purchase this textbook**. I will provide a copy of the text for use in the library. The chapter readings are not required each week. These are provided as *supplemental* material to help supplement exam answers.

**Course Format:**

**Wednesday**:

(**1) By 8am: Discussion leaders submit their article reflection**

**(2) 4:00 – 6:30pm: Class meets for discussion**

**Thursday – Tuesday:**

**Complete flipped assignments**

(i.e., lecture, assigned readings,

& leaders complete article reflections.)

* Class meetings will consist of a *structured* class discussion. As all students are expected to participate in the discussion, all students must complete the assigned flipped homework beforeclass. Each class discussion will be structured and led by the students assigned to be discussion leaders that week. However, the discussion leaders will not be responsible for catching students up on the material.
* After the discussion, class will be dismissed and you will be expected to complete the flipped assignments to prepare for the next class discussion. The flipped assignments will consist of the following:
  1. **Everyone**: Watch the lecture for the next topic
  2. **Everyone**: Read all of the assigned articles & be prepared to discuss them
  3. **Discussion Leaders Only**: Complete the article reflection and submit it to Canvas by the deadline (i.e., Wednesdays by 8am).

----------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Course Assessments & Rubrics:**

To reach a minimum level of achievement in this course, students must demonstrate competency with the cognitive aspects of behavior, affective aspects of behavior, and the integration of the cognitive and affective aspects of behavior. Competency in these areas will be assessed via the article reflections, class discussions, exams, and final reflection paper.

**Article Reflections & Class Discussion (200 pts – 50 pts/presentation):**

Four research articles have been assigned each week and will be posted on Canvas. I have also assigned a discussion leader for each article. The class discussions will be led by four assigned discussion leaders. **Each student is assigned to be a discussion leader four separate times over the semester**.

The following is required when assigned to be a discussion leader:

1. First, each discussion leader should carefully read the article they have been assigned and takecareful notes when reading their assigned article.
2. Then, each discussion leader is required to write a short (e.g., 250-500 words) reflectionregarding their assigned article. The purpose of the reflection is to encourage students to think about the application of the topic and the journal article to better prepare their presentation & discussion. Within this reflection, discussion leaders are expected to summarize the article and should include the following points:
   * What are the important points? (Stick with a quick summary as a detailed report is unnecessary)
   * Are there any important pros and/or cons to the article?
   * How does it relate to the last lecture topic?
   * How can the information in this article inform your classmates’ counseling perspective/practice?
   * Develop two questions to promote class discussion.
3. **Turning in article reflections:** Each discussion leader is required to submit their article reflection in that week’s discussion board (either copy/paste or attachment) **by 8 am that Wednesday.**
4. *Next, the discussion leaders for that week should coordinate and plan that week’s class discussion* **before class**. Discussion leaders are required to decide on the order of the presentations and should work together to order the article reflection presentations in a way that will flow well during the class discussion. *Be sure to make connections between the articles themselves as well as to the information found within the lecture.* **Plan to effectively use the allotted time for class discussions***.* Discussion leaders should present their articles and work together to facilitate a healthy and lively class discussion. Leadership will be assessed by how well each student presents their ideas, and application, facilitates discussion, and builds on the ideas and comments of other students.

**Grading Rubric for Article Reflections & Class Discussion Facilitation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **25 Points** | **20 Points** | **15 Points** | **10 Points** | **0 Points** |
| **Article Reflection**  *(25 points)* | Reflection includes an excellent summary; Includes all 4 information points | Reflection includes a good summary; Missing 1 of the information points | Reflection includes a basic summary; Missing 2 of the information points | Little relevant information provided about article; Little effort expended on reflection | No submission *\*Points deducted for late submissions\** |
| **Class Discussion**  **Facilitation**  *(25 points)* | Presentation is an excellent summary; Discussion includes all required components; facilitates discussion well | Presentation includes a good summary; Discussion includes all but 1 of the required components | Presentation includes a basic summary; Student fails to prepare questions and effectively facilitate the class discussion | Little relevant information provided during presentation;  Little effort expended on class discussion facilitation | Student failed to attend class;  Failed to facilitate the class discussion |

**Class Discussion Participation (70 pts – 10 pts/week):**

The class discussion grade will consist of how much one participates in every class discussion when other classmates are leading the discussion for their article (i.e., all 7 class discussions). Participation as a non-leader for that article discussion will be assessed by how actively the student engages in the group discussion, offers their own ideas and relevant comments, answers the discussion questions, and builds on the ideas and comments of other students.

To receive a good class participation grade in this class, you must *actively* and *meaningfully* participate in discussion. I’m looking for critical thinking, applications, thoughtful answers to questions asked by the discussion leader, the pros & cons of each reflection, and how we can add to the current ideas. I also want students to feel free to add in every “half-baked” idea and confusion that they may have! It’s been my experience that the most interesting thing that gets shared in class is generally the very thought that the student hesitated to say at first. This is all a huge part of exploring ideas and clarifying concepts. This is the biggest learning component to the class! However, you have to be an active participant in it.

Grading for class participation will be purely based on my perception of your overall participation throughout the semester. I will make notes to myself every class meeting regarding class participation. I really want you to show me that you were thoughtful when reading the assigned class readings. Students will be informed in a timely manner if they are falling below the mark in participation.

**Grading Rubric for Class Discussion:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **10 Points** | **8 Points** | **6 Points** | **4 Points** | **2 Points** | **0 Points** |
| Student *actively* participated in **all** of the discussions that class. | Student *actively* participated in at least **three** of the discussions that class. | Student *actively* participated in at least **two** of the discussions that class. | Student *actively* participated in only **one** of the discussions that class. | Student attended class & listened to class discussion; Student failed to *actively* participate in the discussion. | Student was late to class & missed any portion of the class discussion. |

**Exams (200 pts):**

There will be two take-home examinations each worth 100 points. The exams will cover all assigned readings, class lectures, article reflections, & class discussions. Integration of material regarding both cognitive and affective bases of behavior is expected. Exams will be comprised of essay questions. Students will be assessed on the adequacy, accuracy, and completeness of their answers.

You are encouraged to use your text, the articles, your notes, the lectures, and all resources provided to you within the course Canvas page. However, this comes with several very important restrictions and qualifiers: (1) Students are not allowed to use any other resources (e.g., classmates, friends, internet, other professors, etc.). (2) All answers are to be written in paragraph form with careful attention made to editing your answers. (3) Do not include definitions taken straight out of the text. I expect students to explain the concept to me using their own words. Any plagiarism will result in a zero for the exam. Exams will be distributed via Canvas and students will have at least 11 days to complete the exam. Late penalties will be deducted for late submissions. Make-up exams will be considered on a case-by-case emergency basis.

**Final Reflection Paper (200 pts):**

Students will complete a final reflection paper. The paper will prompt students to reflect and apply concepts further. The reflection will cover all assigned readings, class lectures, and articles provided throughout the semester. Integration and application of both cognitive and affective material is expected within the reflection paper.

You are encouraged to use your text, the articles, your notes, the lectures, and all resources provided to you within the course Canvas page. However, this comes with several very important restrictions and qualifiers: (1) Students are not allowed to use any other resources (e.g., classmates, friends, internet, other professors, etc.). (2) All answers are to be written in paragraph form with careful attention made to editing your answers. (3) Do not include definitions taken straight out of the text. I expect students to explain the concept to me using their own words. Any plagiarism will result in a zero for the exam. The paper will be distributed via Canvas and students will have 10 days to complete the paper. Late penalties will be deducted for late submissions. Make-up exams will be considered on a case-by-case emergency basis.

**Final Grades:** Grades will be determined using the grading scale listed below. There is no grading on a curve.

* **Article Presentation & Discussion** **=** **200 points**
* **Class Discussions** = **70 points**
* **Exams = 200 points**
* **Final Paper = 200 points**

**= 670 total possible points for the class.**

**Grading Scale: A=100-90%; B=89-80%; C=79-70%; D=69-60%; F=59-0%**

**Instructor Policies:**

* **Class Attendance Policy***:* Given the vast amount of information that you need to learn in such an incredibly short amount of time, attendance is crucial and expected. If you do miss a class, I expect you to demonstrate to me that you are knowledgeable about the material covered in that class. Also, you will then be responsible for reading ALL of the articles that we discussed in class that day. Students must notify the instructor before class in order for the absence to be eligible to be considered excused.
  + Missing class for any reason (i.e., excused or unexcused) will result in a loss of class discussion points. Any points missed for any absences will not be allowed to be made up or substituted in any way. You have to be in class to do this.
  + Two unexcused absences will bring your grade down by one letter grade. Each unexcused absence after that will continue to bring down your grade by one letter grade (no exceptions).
* **Late Attendance:** Students who are not in class by the time the class discussion starts that day, will automatically receive a 0 for that day’s class discussion grade (See grading rubric).
* **Late Submission Policy**: All late submission penalties will be applied immediately once the deadline has passed. For instance, if the applied article reflection was due by 8 am on Wednesday but submitted at 8:01am that Wednesday, the assignment will incur the late penalty. That said, please always communicate with me if there are exigent circumstances to consider. Emergency cases will be considered on a case-by-case basis and may be excluded from point penalties.
  + **Article Reflection Posts**: 3-point penalty per hour late
  + **Exams**: 15-point penalty per day
  + **Final Reflection Paper**: 30-point penalty per day
    - Final reflection essays will not be accepted later than 8am on 8/2 (per grading time)
* **Academic Integrity:** Students are expected to maintain academic integrity and honesty in all of their work. In this course, penalties will be determined on a case-by-case basis based on the severity of the offense. Consult the student academic honesty code: <http://www.auburn.edu/academic/provost/academicHonesty.php>
* **Accommodation Policy:** Students who need accommodations should notify the instructor as soon as possible. If you have not established accommodations through the Program for Students with Disability, but need accommodations, make an appointment as soon as possible (1228 Haley Center, 844-2096).
* **Email Policy**: I will utilize AU/AUM email for all communications related to this course. I am readily available via email during the weekdays during regular business hours (8am-5pm). I reserve the right to not respond to emails after 5pm during the week or anytime on Saturdays or Sundays.

**Summer 2024 Course Schedule**

|  |  |  |
| --- | --- | --- |
| **Week 1: May 22 – May 28** | | |
| **Class 1:**  **Wednesday, 5/22** | **Class Topic** | **Class Introduction & Community Building** |
| **Flipped**  **Assignments**  **(Do by 5/29):** | **1. Watch Online Lecture:** | **The Science of Cognition** |
| **2. Read Articles:** | (1) Lazaraus (1984)  (2) Storbeck & Clore (2007)  (3) Duncan & Barrett (2007)  (4) Oatley et al. (2011) |
| **Discussion Leaders for 5/29:** | **(1) Julia, (2) Charlotte, (3) Stephanie, & (4) Courtney** |
| **3. Discussion Leaders Only:** | Submit Article Reflections on Canvas  (Due by 8am on Wednesday, May 29th) |
| **Exam Reference Chapters:** | Smith & Kosslyn (2007) – Chapter 1 & Chapter 8 |
| **Week 2: May 29 – June 4** | | |
| **Class 2:**  **Wednesday, 5/29**  **\* ONLINE \*** | **Class Discussion 1 (ONLINE)** | **1) Julia, (2) Charlotte, (3) Stephanie, & (4) Courtney** |
| **Flipped**  **Assignments**  **(Do by 6/5):** | **1. Watch Online Lecture:** | **Perception & Attention** |
| **2. Read Articles:** | (1) Robinson (1998)  (2) Jefferies et al. (2008)  (3) Moriya & Tanno (2010)  (4) Harms et al. (2010) |
| **Discussion Leaders for 6/5:** | **(1) Olivia, (2) Nikoleta, (3) Drew, & (4) Julia** |
| **3. Discussion Leaders Only:** | Submit Article Reflections on Canvas  (Due by 8am on Wednesday, June 5th) |
| **Exam Reference Chapters:** | Smith & Kosslyn (2007) – Chapter 2 & Chapter 8 |
| **Week 3: June 5 – June 11** | | |
| **Class 3:**  **Wednesday, 6/5** | **Class Discussion 2** | **(1) Olivia, (2) Nikoleta, (3) Drew, & (4) Julia** |
| **Flipped**  **Assignments**  **(Do by 6/12):** | **1. Watch Online Lecture:** | **Working Memory & Executive Processes** |
| **2. Read Articles:** | (1) MacKay et al. (2004)  (2) Stout & Rokke (2010)  (3) Moran (2016)  (4) Thorley et al. (2016) |
| **Discussion Leaders for 6/12:** | **(1) Charlotte, (2) Stephanie, (3) Courtney, & (4) Olivia** |
| **3. Discussion Leaders Only:** | Submit Article Reflections on Canvas  (Due by 8am on Wednesday, June 12th) |
| **Exam Reference Chapters:** | Smith & Kosslyn (2007) – Chapter 6 & Chapter 8 |
| **Week 4: June 12 – June 18** | | |
| **Class 4:**  **Wednesday, 6/12** | **Class Discussion 3** | **(1) Charlotte, (2) Stephanie, (3) Courtney, & (4) Olivia** |
| **Take Home Exam 1:**  **Available: June 12 (Wed) at 6:30 pm | Due: June 24 (Mon) by 8:00 am** | | |
| **Week 5: June 19 – June 25** | | |
| **\*\* No Class \*\***  **Wednesday, 6/19** | **No Class – Holiday** | |
| **Flipped**  **Assignments**  **(Do by 6/26):** | **1. Watch Online Lecture:** | **Long Term Memory & Malleability of Memory** |
| **2. Read Articles:** | (1) Sumner et al. (2011)  (2) Werner-Seidler & Moulds (2011)  (3) Gingerich & Dodson (2013)  (4) Kraha et al. (2014) |
| **Discussion Leaders for 6/26:** | **(1) Nikoleta, (2) Drew, (3) Julia, & (4) Charlotte** |
| **3. Discussion Leaders Only:** | Submit Article Reflections on Canvas  (Due by 8am on Wednesday, June 26th) |
| **Exam Reference Chapters:** | Smith & Kosslyn (2007) – Chapter 5 & Chapter 8 |
| **Week 6: June 26 – July 2** | | |
| **Class 5:**  **Wednesday, 6/26** | **Class Discussion 4** | **(1) Nikoleta, (2) Drew, (3) Julia, & (4) Charlotte** |
| **Flipped**  **Assignments**  **(Do by 7/3):** | **1. Watch Online Lecture:** | **Problem Solving & Reasoning** |
| **2. Read Articles:** | (1) Gilbert (1991)  (2) Appleby & Kassin (2016)  (3) Risen (2016)  (4) Sacchi et al. (2016) |
| **Discussion Leaders for 7/3:** | **(1) Stephanie, (2) Courtney, (3) Olivia, & (4) Nikoleta** |
| **3. Discussion Leaders Only:** | Submit Article Reflections on Canvas  (Due by 8am on Wednesday, July 3rd) |
| **Exam Reference Chapters:** | Smith & Kosslyn (2007) – Chapter 10 & Chapter 8 |
| **Week 7: July 3 – July 9** | | |
| **Class 6:**  **Wednesday, 7/3** | **Class Discussion 5** | **(1) Stephanie, (2) Courtney, (3) Olivia, & (4) Nikoleta** |
| **Flipped**  **Assignments**  **(Do by 7/10):** | **1. Watch Online Lecture:** | **Decision Making** |
| **2. Read Articles:** | (1) Schwarz (2000)  (2) Starcke & Brand (2016)  (3) Gottfredson & Becker (2023)  (4) Ouhmad et al. (2023) |
| **Discussion Leaders for 7/10:** | **(1) Drew, (2) Julia, (3) Charlotte, & (4) Stephanie** |
| **3. Discussion Leaders Only:** | Submit Article Reflections on Canvas  (Due by 8am on Wednesday, July 10th) |
| **Exam Reference Chapters:** | Smith & Kosslyn (2007) – Chapter 9 & Chapter 8 |
| **Week 8: July 10 – July 16** | | |
| **Class 7:**  **Wednesday, 7/10** | **Class Discussion 6** | **(1) Drew, (2) Julia, (3) Charlotte, & (4) Stephanie** |
| **Take Home Exam 2:**  **Available: July 10 (Wed) at 6:30 pm | Due: July 19 (Fri) by 8:00 am** | | |
| **Week 9: July 17 – July 23** | | |
| **\*\*No Class\*\***  **Wednesday, 7/17** | **No Class – Continue to Work on Exam** | |
| **Flipped**  **Assignments**  **(Do by 7/24):** | **1. Watch Online Lecture:** | **Social Cognition: Stereotyping, Prejudice, & Discrimination** |
| **2. Read Articles:** | (1) Hatzenbuehler et al. (2009)  (2) Wilson & Gentzler (2021) (3) Coogan et al. (2020) (4) DeLapp & Williams (2021) |
| **Discussion Leaders for 7/24:** | **(1) Courtney, (2) Olivia, (3) Nikoleta, & (4) Drew** |
| **3. Discussion Leaders Only:** | Submit Article Reflections on Canvas  (Due by 8am on Wednesday, July 24th) |
| **Week 10: July 24** | | |
| **Class 8:**  **Wednesday, 7/24** | **Class Discussion 7** | **(1) Courtney, (2) Olivia, (3) Nikoleta, & (4) Drew** |
| **FINAL REFLECTION PAPER:** | | |
| **Available: July 22 (Wed) at 12:00 am**  **Due: August 1 (Thurs) by 8:00 am** | | |

**Course References:**

**The Science of Cognition**

Lazarus, R. S. (1984). On the primacy of cognition*. American Psychologist, 39*(2), 124-129

Storbeck, J., & Clore, G. L. (2007). On the interdependence of cognition and emotion. *Cognition and Emotion*, *21*(6), 1212–1237.

Duncan, S., & Barrett, L. F. (2007). Affect is a form of cognition: A neurobiological analysis. *Cognition and Emotion*, *21*(6), 1184–1211.

Oatley, K., Parrott, W. G., Smith, C., & Watts, F. (2011). Cognition and Emotion over twenty-five years. *Cognition and Emotion*, *25*(8), 1341–1348.

**Perception & Attention**

Robinson, M. D. (1998). Running from William James’ bear: A review of preattentive mechanisms and their contributions to emotional experience.

Jefferies, L. N., Smilek, D., Eich, E., & Enns, J. T. (2008). Emotional valence and arousal interact in attentional control. *Psychological Science*, *19*(3), 290–295.

Moriya, J., & Tanno, Y. (2010). Attentional resources in social anxiety and the effects of perceptual load. *Cognition and Emotion*, *24*(8), 1329–1348.

Harms, M. B., Martin, A., & Wallace, G. L. (2010). Facial emotion recognition in autism spectrum disorders: A review of behavioral and neuroimaging studies. *Neuropsychology Review*, *20*(3), 290–322.

**Working Memory & Executive Processes**

MacKay, D. G., Shafto, M., Taylor, J. K., Marian, D. E., Abrams, L., & Dyer, J. R. (2004). Relations between emotion, memory, and attention: Evidence from taboo Stroop, lexical decision, and immediate memory tasks. *Memory & Cognition*, *32*(3), 474–488.

Stout, D. M., & Rokke, P. D. (2010). Components of working memory predict symptoms of distress. *Cognition and Emotion*, *24*(8), 1293–1303.

Moran, T. P. (2016). Anxiety and working memory capacity: A meta-analysis and narrative review. *Psychological Bulletin*, *142*(8), 831–864.

Thorley, C., Dewhurst, S. A., Abel, J. W., & Knott, L. M. (2016). Eyewitness memory: The impact of a negative mood during encoding and/or retrieval upon recall of a non-emotive event. *Memory*, *24*(6), 838–852.

**Long Term Memory & Malleability of Memory**

Sumner, J. A., Griffith, J. W., & Mineka, S., & Rekart, K. N. (2011). Overgeneral autobiographical memory and chronic interpersonal stress as predictors of the course of depression in adolescents. *Cognition & Emotion,* *25*(1), 183-192.

Werner-Seidler, A., & Moulds, M. L. (2011). Autobiographical memory characteristics in depression vulnerability: Formerly depressed individuals recall less vivid positive memories. *Cognition and Emotion*, *25*(6), 1087–1103.

Gingerich, A. C., & Dodson, C. S. (2013). Sad mood reduces inadvertent plagiarism: Effects of affective state on source monitoring in cryptomnesia. *Motivation and Emotion*, *37*(2), 355–371.

Kraha, A., Talarico, J. M., & Boals, A. (2014). Unexpected positive events do not result in flashbulb memories. *Applied Cognitive Psychology*, *28*(4), 579–589.

**Problem Solving & Reasoning**

Gilbert, D. T. (1991). How mental systems believe. *American Psychologist*, *46*(2), 107–119.

Appleby, S. C., & Kassin, S. M. (2016). When self-report trumps science: Effects of confessions, DNA, and prosecutorial theories on perceptions of guilt. *Psychology, Public Policy, and Law*, *22*(2), 127–140.

Sacchi, S., Riva, P., & Aceto, A. (2016). Myopic about climate change: Cognitive style, psychological distance, and environmentalism. *Journal of Experimental Social Psychology*, *65*, 68–73.

Risen, J. L. (2016). Believing what we do not believe: Acquiescence to superstitious beliefs and other powerful intuitions. *Psychological Review*, *123*(2), 182–207.

**Decision Making**

Schwarz, N. (2000). Emotion, cognition, and decision making. *Cognition and Emotion*, *14*(4), 433–440.

Starcke, K., & Brand, M. (2016). Effects of stress on decisions under uncertainty: A meta-analysis. *Psychological Bulletin*, *142*(9), 909–933.

Gottfredson, R. K., & Becker, W. J. (2023). How past trauma impacts emotional intelligence: Examining the connection. *Frontiers in Psychology, 14,* 1067509.

Ouhmad, N., El-Hage, W., & Combalbert, N. (2023). Maladaptive cognitions and emotion regulation in posttraumatic stress disorder. *Neuropsychiatr, 37*, 65-75.

**Social Cognition: Stereotyping, Prejudice & Discrimination**

Hatzenbuehler, M. L., Nolen-Hoeksema, S., & Dovidio, J. (2009). How does stigma “get under the skin”? The mediating role of emotional regulation. *Psychological Science, 20*(10), 1282-1289

Wilson, T. K., & Gentzler, A. L. (2021). Emotional regulation and coping with racial stressors among African Americans across the lifespan. *Developmental Review, 61.*

Coogan, P., Schon, K., Li, S., Cozier, Y., Bethea, T., & Rosenberg, L. (2020). Experiences of racism and subjective cognitive function in African American women. *Alzheimer’s & Dementia: Diagnosis, Assessment & Disease Monitoring, 12*(1), e12067.

DeLapp, R. C. T., & Williams, M. T. (2021). Preparing for racial microagressions: The role of cognition and emotion in the proactive coping process of African American college students. *New Ideas in Psychology, 63*, 100897.