PSYC599
The Psychology of Self-report:
Asking and answering questions about behaviors, feelings, and attitudes

Units: 4
Fall 2025, Thu, 2-5:50pm

Location: VHE 206
[Generally, a standard classroom with a capacity of 25-30]

Instructor: Norbert Schwarz
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Course Description

Self-reports of behaviors, feelings, attitudes, and preferences are the dominant source of data in the social and behavioral sciences. Unfortunately, these data are only as meaningful as the answers research participants provide. This class addresses the cognitive and communicative processes underlying question-answering in research situations. How do participants make sense of the questions asked? What can, and what can they not, report on? How do question-wording, question format, and question context influence the obtained answers? How can we improve the validity of behavioral reports? What determines the direction and size of context effects in attitude measurement? What are the advantages and disadvantages of different data collection methods? Throughout, the focus is on the underlying psychological processes and their theoretical and methodological implications. As will become apparent, the psychology of self-report is the psychology of language, judgment, and memory in a communicative context. For a preview of the issues covered see:

> Schwarz, N. (2019). Surveys, experiments, and the psychology of self-report. In F. Kardes, P. Herr, & N. Schwarz (Eds.), *Handbook of research methods in consumer psychology* (pp. 17-40). Routledge. pdf

Note that this class is *not* a class that offers simple prescriptions for questionnaire design – it is a class that helps you understand the underlying communication, memory, and judgment processes and their implications for questionnaires, experiments, and other data collection methods. This will prepare you to make informed decisions about your own data collection procedures. For a purely practical cookbook on questionnaire design that is mostly compatible with core principles discussed in class, I recommend: Bradburn, N., Sudman, S., & Wansink, B. (2004). *Asking questions* (2nd ed.). San Francisco: Jossey-Bass.

Learning Objectives
- Identify and understand the tasks involved in answering questions about behaviors, attitudes, feelings, and preferences from the respondent's perspective.
- Identify and understand the basic communicative and cognitive processes involved in these tasks.
- Identify and understand how contextual variables impact these processes and shape the answers collected.
- Identify problems with self-report questions and improve the questions based on the above knowledge.
- Identify and understand the consequences of contextual influences on the inferences you can draw from self-report data.
- Learn how to handle these complexities in your research.

Prerequisite(s)
None. This class is intended for graduate students in the social and behavioral sciences who intend to use self-reports in their research. If you have no background in psychology, expect that the readings will require more time.

Recommended Preparation
Having taken a research methods class in your own discipline will be useful.

Grading & Assignments
Letter grading is based on class participation (15%), completion of assignment questions and exercises (35%), and class presentations (50%).

Weekly *assignment questions and exercises* will be posted on Brightspace. You will typically be asked to use the week's readings to identify problems with exemplary questions and to predict the outcome of different question wordings. Respond to the questions on Brightspace. I will randomly select 4 assignments for grading (and will drop the worst of those 4 assignments from grading).

Class presentations consist of short reports about illustrative studies that complement the required readings and discussion. Expect to make 3 or 4 of these presentations and upload your slides to Brightspace.

One of your presentations can be about your *own research*, focusing on the questions you use or want to use in your work, which is useful for feedback about your project. There will also be ample additional opportunities to discuss the methodological choices you make in your research throughout class.

Class Format
Each class consists of an overview lecture, readings, application exercises, presentations of illustrative studies, and discussion. Except for the first meeting, a typical class will begin with a discussion of the assigned readings, structured by assignment questions that ask you to apply the readings to specific data collection issues. This is complemented by more detailed presentations of illustrative studies. Each week also provides an opportunity to discuss students' own data collection problems. Towards the end of each class, an overview lecture introduces the *next* topic

and provides a context for the readings and assignments for the next class. This means, for example, that topic #3 below will be introduced towards the end of class 2 and discussed in the first half of class 3, which ends with an introduction of topic #4.

Required Readings and Supplementary Materials
All required readings and materials for presentations will be available on Brightspace.

Course Schedule
The numbers below correspond to the weeks of the semester. Each week covers a separate topic.

#1   How the questions shape the answers: Introduction & thematic overview
The first meeting provides a thematic overview and an opportunity to learn about participants' backgrounds and interests related to self-report issues. It ends with an introduction to topic #2.

Block A: Making sense of questions

#2   The logic of conversation in research situations
Research participants bring the tacit assumptions that guide conversations in daily life to the research situation. We review these assumptions, which researchers routinely violate, and their implications for questionnaire design and experimental procedures.

Required
Schwarz, N. (2024). Thinking in a social context: A Gricean perspective. In D. E. Carlston, K. Johnson, & K. Hugenberg (Eds.), *Handbook of social cognition* (2nd edition). New York: Oxford University Press

Select studies for presentation
Haddock, G., & Carrick, R. (1999). How to make a politician more likeable and effective: Framing political judgments through the numeric values of a rating scale. *Social Cognition*, 17, 298-311.

Singer, E., Hippler, H. J., & Schwarz, N. (1992). Confidentiality assurances in surveys: Reassurance or threat? *International Journal of Public Opinion Research*, 4, 256-268.

Winkielman, P., Knäuper, B., & Schwarz, N. (1998). Looking back at anger: Reference periods change the interpretation of (emotion) frequency questions. *Journal of Personality and Social Psychology*, 75, 719-728.

Recommended
Belson, W.A. (1981). *The design and understanding of survey questions*. Aldershot: Gower.

Clark, H. H., & Schober, M. F. (1992). Asking questions and influencing answers. In J. M. Tanur (Ed.), *Questions about questions* (pp. 15-48). New York: Russel Sage.

Grice, H. P. (1975). Logic and conversation. In P. Cole, & J.L. Morgan (Eds.), *Syntax and semantics, 3: Speech acts* (pp. 41 -58). New York: Academic Press.

Levinson, S. C. (1983). *Pragmatics*. Cambridge, UK: Cambridge University Press.

Schwarz, N. (1996). *Cognition and communication: Judgmental biases, research methods, and the logic of conversation*. Hillsdale, NJ: Erlbaum.

Sperber, D., & Wilson, D. (1987). Precis of *Relevance. Behavioral and Brain Sciences, 10,* 697-710.

#3 What were participants thinking? Cognitive interviewing and improved pretests

Given the complexities of language comprehension and communication, it is important to employ question development techniques that ensure that most participants understand key questions as intended. This week we review these techniques. The Willis (2005) book is an excellent hands-on summary; the assigned Willis (1999) piece is a shorter version of the book.

Required

Willis, G. (1999). *Cognitive interviewing. A "How To" guide*. National Cancer Institute.

Recommended

Beatty, P. & Willis, G. (2007). Research synthesis: The practice of cognitive interviewing. *Public Opinion Quarterly, 71,* 287-311

DeMaio, T. J., & Rothgeb, J. M. (1996). Cognitive interviewing techniques: In the lab and in the field. In N. Schwarz and S. Sudman (Eds.), *Answering questions: Methodology for determining cognitive and communicative processes in survey research* (pp. 177–195). San Francisco: Jossey-Bass Publishers.

Fowler Jr., F.J., & Cannell, C.F. (1996). Using behavioral coding to identify cognitive problems with survey questions. In N. Schwarz & S. Sudman (Eds*), Answering questions: Methodology for determining cognitive and communicative processes in survey research* (pp. 15-36). San Francisco, CA: Jossey-Bass.

Madans, J., Miller, K., Maitland, A., & Willis, G. (Eds.) (2011). *Question evaluation methods.* New York: Wiley.

Presser, S., Rothgeb, J. M., Couper, M.P., Lessler, J.T., Martin, E., Martin, J., & Singer, E. (Eds.) (2004). *Methods for testing and evaluating survey questionnaires.* New York: Wiley.

Schwarz, N., & Sudman, S. (Eds.) (1996). *Answering questions: Methodology for determining cognitive and communicative processes in survey research*. San Francisco, CA: Jossey-Bass.

Willis, G. (2005). *Cognitive interviewing: A tool for improving questionnaire design.* Thousand Oaks, CA: Sage Publications, Inc.

Block B: Asking and answering questions about behaviors and experiences

#4 Reporting on one's behavior: Autobiographical memory and options to improve recall

Researchers often ask for information that people simply can't provide (e.g., "On how many days, if any, did you have a headache last year?", a question from a government health survey). We consider what people may or may not be able to report on and what can be done to make their task more reasonable.

Required
Belli, R. F. (1998). The structure of autobiographical memory and the event history calendar: Potential improvements in the quality of retrospective reports in surveys. *Memory, 6*, 383-406.

Schwarz, N. & Oyserman, D. (2001). Asking questions about behavior: Cognition, communication, and questionnaire construction. *American Journal of Evaluation, 22,* 127-160.

Select papers for presentation
On memory for repeated events:
Deck, S. L., & Paterson, H. M. (2021). Adults also have difficulty recalling one instance of a repeated event. *Applied Cognitive Psychology*, 35(1), 286 292.

On reminiscence bump:
Conway, M. A., Wang, Q., Hanyu, K., & Haque, S. (2005). A cross-cultural investigation of autobiographical memory: On the universality and cultural varia on of the reminiscence bump. *Journal of Cross-Cultural Psychology,* 36(6), 739-749.

Janssen, S. M., Murre, J. M., & Meeter, M. (2008). Reminiscence bump in memory for public events. *European Journal of Cognitive Psychology*, 20(4), 738-764.

On collective memories:
Schuman, H., & Scott , J. (1989). Generations and collective memories. *American Sociological Review*, 359-381.

Recommended
Belli, R., Alwin, D., & Stafford, F. (Eds.) (2009). *Using calendar and diary methods in life events research*. Newbury Park, CA: Sage.

Bradburn, N. M., Rips, L. J., & Shevell, S. K. (1987). Answering autobiographical questions: The impact of memory and inference on surveys. *Science, 236,* 157–161.

Conway, M. A. (1990). *Autobiographical memory: An introduction*. Milton Keynes, UK: Open University Press.

Menon, G. (1994). Judgments of behavioral frequencies: Memory search and retrieval strategies. In N. Schwarz & S. Sudman, S. (Eds.) (1994). *Autobiographical memory and the validity of retrospective reports* (pp. 161- 172). New York: Springer Verlag.

#5   What I must have done: Reconstruction and estimation in behavioral reports
Given the limits of actual recall, respondents are bound to draw on any input that may allow them to arrive at a plausible behavioral report. We consider the nature of these reconstruction and estimation strategies.

Required
Ross, M. (1989). The relation of implicit theories to the construction of personal histories. *Psychological Review*, *96*, 341-357.

Chapter 5 of Tourangeau, Rips & Rasinski (2000). *The psychology of survey response*. New York: Cambridge University Press. "Factual judgments and numerical estimates."

Papers for presentations
Conway, M., & Ross, M. (1984). Getting what you want by revising what you had. *Journal of Personality and Social Psychology*, 47(4), 738-748 .

McFarland, C., Ross, M., & DeCourville, N. (1989). Women's theories of menstruation and biases in recall of menstrual symptoms. *Journal of Personality and Social Psychology*, 57(3), 522-531.

Recommended
Pepper, S. C. (1981). Problems in the quantification of frequency expressions. In D.W. Fiske (Ed.), *Problems with language imprecision* (New Directions for Methodology of Social and Behavioral Science, Vol. 9, pp. 25-56). San Francisco: Jossey-Bass

Schwarz, N. (1999). Frequency reports of physical symptoms and health behaviors: How the questionnaire determines the results. In Park, D.C., Morrell, R.W., & Shifren, K. (Eds.), *Processing medical information in aging patients: Cognitive and human factors perspectives* (pp. 93-108). Mahaw, NJ: Erlbaum.

#6   Reporting on feelings: Convergence and divergence in concurrent, retrospective, and prospective reports

Feelings are fleeting and can only be introspected on while one has them. After a short while, they need to be reconstructed and respondents draw on their lay theories to do so. These same theories are also the basis of affective predictions. This usually results in good convergence between expected and remembered feelings – yet, neither may be a good representation of one's actual experience. Because predicted feelings play a key role in decision-making, these convergences and divergences have important implications for many basic social science issues and the rationality of choice.

Required
Schwarz, N., Kahneman, D., & Xu, J. (2009). Global and episodic reports of hedonic experience. In R. Belli, D. Alwin, & F. Stafford (eds.), *Using calendar and diary methods in life events research* (pp. 157-174). Newbury Park, CA: Sage.

Select studies for presentation
Kahneman, D., Fredrickson, B. L., Schreiber, C. A., & Redelmeier, D. A. (1993). When more pain is preferred to less: Adding a better end. *Psychological Science*, 4(6), 401-405.

Mitchell, T. R., Thompson, L., Peterson, E., & Cronk, R. (1997). Temporal adjustments in the evaluation of events: The "rosy view". *Journal of Experimental Social Psychology*, 33(4), 421-448.

Redelmeier, D. A., & Kahneman, D. (1996). Patients' memories of painful medical treatments: Real-time and retrospective evaluations of two minimally invasive procedures. *Pain*, 66(1), 3-8.

Wirtz, D., Kruger, J., Scollon, C. N., & Diener, E. (2003). What to do on spring break? The role of predicted, on-line, and remembered experience in future choice. *Psychological Science*, 14(5), 520-524.

Recommended
Robinson, M. D., & Clore, G. L. (2002). Belief and feeling: Evidence for an accessibility model of emotional self-report. *Psychological Bulletin, 128*, 934-960.

Schwarz, N., & Xu, J. (2011). Why don't we learn from poor choices? The consistency of expectation, choice, and memory clouds the lessons of experience. *Journal of Consumer Psychology, 21,* 142-145. **–** DOI 10.1016/j.jcps.2011.02.006

#7   Alternatives to retrospective reports: Diaries and real-time data capture

Memory issues can be attenuated (and sometimes avoided) through real-time or close-in-time data collection. We consider some options, focusing on experience sampling and diaries. The findings often differ from retrospective reports, which raises important conceptual questions about the conditions under which prospective (e.g., how I will feel), concurrent (how I feel now) and retrospective (how I did feel) reports converge or diverge. In most cases, prospective and retrospective reports show good consistency because they are based on the same lay theories, which also drive choice (decision what to do), resulting in good convergence that suggests considerable validity. However, concurrent measures indicate that the actual in-situ experience may be poorly related to prediction as well as memory and that the observed convergence is to a large extent a product of mental construction.

Required
Kahneman, D., Krueger, A. B., Schkade, D., Schwarz, N., & Stone, A. A. (2004). A survey method for characterizing daily life experience: The Day Reconstruction Method (DRM)*. Science, 306,* 1776-1780.

Newman, D.B., & Stone, A.A. (2019). Understanding daily life with ecological momentary assessment. In Kardes, F., Herr, P., & Schwarz, N. (Eds.) (2019). *Handbook of research methods in consumer psychology* (pp. 259-275). New York: Routledge.

Recommended
Belli, R. , Alwin, D., & Stafford, F. (Eds.) (2009). *Using calendar and diary methods in life events research.* Newbury Park, CA: Sage.

Mehl, M. R., & Conner, T.S. (Eds.) (2012). *Handbook of research methods for studying daily life*. New York: Guilford.

Stone, A.A., Shiffman, S.S., & DeVries, M.W. (1999). Ecological momentary assessment. In D. Kahneman, E. Diener, & N. Schwarz (eds.), *Well-being: The foundations of hedonic psychology* (pp. 61-84). New York: Russell-Sage.

Block C: Asking and answering questions about attitudes

#8   Attitudes, opinions, and preferences: Conceptual issues and measurement procedures

We begin with a review of classic attitude concepts, their change over time and reflection in measurement procedures. I recommend you read the required pieces in the order listed.

Required
Eagly, A. H., & Chaiken, S. (2007). The advantages of an inclusive definition of attitude. *Social Cognition*, 25(5), 582-602.

Schwarz, N. (2007). Attitude construction: Evaluation in context. *Social Cognition*, 25(5), 638-656.

Schwarz, N. (2008). Attitude measurement. In W. Crano & R. Prislin (eds.), *Attitudes and persuasion* (pp. 41-60). Philadelphia: Psychology Press.

Recommended
Dawes, R. M., and T. Smith (1985). Attitude and opinion measurement. In G. Lindzey, & E. Aronson (Eds.), *Handbook of Social Psychology* (Vol. 2, pp. 509-566). New York: Random House.

DeMaio, T. J. (1984). Social desirability and survey measurement: A review. In C. F. Turner & E. Martin (Eds.), *Surveying subjective phenomena* (Vol. 2, pp. 257-281). New York: Russell Sage.
Eagly, A. H.,&Chaiken, S. (1993). *The psychology of attitudes.* Fort Worth, TX: Harcourt Brace Jovanovich.

#9   Mental construal: Context effects in evaluative judgment
What determines the emergence, direction, size, and generalization of context effects in evaluative judgment, including attitude reports? Bless & Schwarz present a comprehensive model that extends beyond context effects in self-report. Given its length, it is the only required reading.

Required
Bless, H., & Schwarz, N. (2010). Mental construal and the emergence of assimilation and contrast effects: The inclusion/exclusion model. *Advances in Experimental Social Psychology, 42,* 319-374*.*

Select papers for presentation
Tbd

Recommended
Biernat, M. (2005). *Standards and expectancies: Contrast and assimilation in judgments of self and others*. New York: Psychology Press.

Bless, H., Schwarz, N., & Wänke, M. (2003). The size of context effects in social judgment. In J. P. Forgas, K. D. Williams, & W. von Hippel (Eds.), *Social jdgments: Implicit and explicit processes* (pp. 180–197). Cambridge, UK: Cambridge University Press.

Lord, C. G., & Lepper, M. R. (1999). Attitude representation theory. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 31, pp. 265–343). London: Academic Press.

Stapel, D.A., & Suls, J. (Eds.) (2007). *Assimilation and contrast in social psychology.* New York: Psychological Press.

#10   Attitude reports without intention: Implicit measures
Concerns about the context sensitivity of explicit attitude reports motivated attempts to develop more indirect measures, which have collectively become known as "implicit" measures of

attitudes. The contributions to the Wittenbrink & Schwarz volume present how-to guides for all major variants, most of which require reaction time measurement. The class provides a short overview and focuses on more low-tech variants, which can be more easily integrated into diverse data collection efforts. Unfortunately, the hope that implicit measures bypass context effects was illusory. We address the implications of this finding in the next class.

Required
Wittenbrink, B. & Schwarz, N. (2007). Introduction (pp. 1-16). In B. Wittenbrink & N. Schwarz (Eds.) (2007). *Implicit measures of attitudes: Procedures and controversies.* New York: Guilford.

Vargas, P.T., Sekaquaptewa, D., & von Hippel, W. (2007). Armed only with paper and pencil: low tech measures of implicit attitudes (pp. 103-124). In B. Wittenbrink & N. Schwarz (Eds.) (2007). *Implicit measures of attitudes: Procedures and controversies.* New York: Guilford.

Select papers for presentation
Dasgupta, N., & Greenwald, A. G. (2001). On the malleability of automatic attitudes: Combating automatic prejudice with images of admired and disliked individuals. *Journal of Personality and Social Psychology,* 81, 800-814.

 Lowery, B. S., Hardin, C. D., & Sinclair, S. (2001). Social influence effects on automatic racial prejudice. *Journal of Personality and Social Psychology*, 81(5), 842-855.

Payne, B. K., & Hannay, J. W. (2021). Implicit bias reflects systemic racism. *Trends in Cognitive Sciences*, 25, 927-936.

Vuletich, H. A., & Payne, B. K. (2019). Stability and change in implicit bias. *Psychological Science,* 30, 854-862.

Recommended
Bassili, J. (2001). Cognitive indices of social information processing. In. A. Tesser & N. Schwarz (Eds.), *Blackwell handbook of social psychology: Intraindividual processes (*pp. 68-87). Oxford, UK: Blackwell.

Gawronski, B., & Payne, B. K. (2010). *Handbook of implicit social cognition.* New York: Guilford. Wittenbrink, B., & Schwarz, N. (Eds.) (2007). *Implicit measures of attitudes: Procedures and controversies.* New York: Guilford.

Block D: How the response process can change with respondents

#11   Intricacies of crowdsourcing
Over the last decade, online experiments have replaced lab experiments in popularity. This week we talk about the numerous ups and downs of this development with a focus on how to run online experiments well, how to ensure data quality, and how to address reviewer concerns.

Required
Hauser, D.J., Paolacci, G., & Chandler, J. (2019). Common concerns with MTurk as a participant pool: Evidence and solutions. In Kardes, F., Herr, P., & Schwarz, N. (Eds.) (2019). *Handbook of research methods in consumer psychology* (pp. 319-338). New York: Routledge.

Hauser, D. J., Moss, A. J., Rosenzweig, C., Jaffe, S. N., Robinson, J., & Litman, L. (2022). Evaluating CloudResearch's Approved Group as a solution for problematic data quality on MTurk. *Behavior Research Methods*, 1-12.

Recommended
There are numerous tutorials online. Many students find the ones from CloudResearch particularly helpful:
https://www.cloudresearch.com/resources/blog/turkprime-video-tutorials-to-get-you-started-with-mechanical-turk/

#12 Self-report across cultures

Cultures differ in their dominant cognitive and communicative processes. This has implications for self-report, which are often compounded by language issues. The Schwarz et al reading illustrates cultural differences in mental construal, drawing on the tasks discussed earlier in this class. The Harkness et al chapter presents the current state of the art regarding questionnaire translation and adaptation. The best-practice guidelines developed by an international and interdisciplinary research group, coordinated by Michigan's Survey Research Center, are highly recommended (linked below).

Required
Harkness, J.A., Villar, A., & Edwards, B. (2010). Translation, adaptation, and design. In J. A. Harkness, M. Braun, B. Edwards, T.P. Johnson, L. Lyberg, P. Ph. Mohler, B.E. Pennell, & T.W. Smith (eds.), *Survey methods in multinational, multiregional and multicultural contexts* (pp. 117-140). New York: Wiley.

Schwarz, N., Oyserman, D., & Peytcheva, E. (2010). Cognition, communication, and culture: Implications for the survey response process. In J. A. Harkness, M. Braun, B. Edwards, T.P. Johnson, L. Lyberg, P. Ph. Mohler, B.E. Pennell, & T.W. Smith (eds.), *Survey methods in multinational, multiregional and multicultural contexts* (pp. 177-190). New York: Wiley.

Select papers for presentation
Lee, S., & Schwarz, N. (2014). Question context and priming meaning of health: Effect on differences in self-rated health between Hispanics and Non-Hispanic Whites. *American Journal of Public Health*, 104 (1), 179-185.

Yang, Y., Harkness, J. A., Chin, T. Y., & Villar, A. (2010). Response styles and culture. In J. A. Harkness, M. Braun, B. Edwards, T.P. Johnson, L. Lyberg, P. Ph. Mohler, B.E. Pennell, & T.W. Smith (eds.), *Survey methods in multinational, multiregional, and multicultural contexts* (pp. 203-223). New York: Wiley

Recommended
Harkness , J., van de Vijver, F., & Mohler, P. P. (Eds.) (2003). *Cross-cultural survey methods*. New York: Wiley.

Harkness, J., Braun, M., Edwards, T.P. Johnson, L. Lyberg, P. Ph. Mohler, B.E. Pennell, & T.W. Smith (Eds.) (2010). *Survey methods in multinational, multiregional and multicultural contexts*. New York: Wiley.

Survey Research Center. (2016). *Guidelines for best practice in cross-cultural surveys*. Ann Arbor, MI: Survey Research Center, Institute for Social Research, University of Michigan. http://ccsg.isr.umich.edu

#13 Self-report across the life-span

Normal human aging is associated with cognitive changes that affect the processes underlying self-report. Despite a rapidly aging population, this is a largely neglected topic. Similarly neglected is the other end of the age spectrum, where relatively little is known about what kids can report when and under which conditions.

Required

Borgers, N., de Leeuw, E., & Hox, J. (2000). Children as respondents in survey research: Cognitive development and response quality. *Bulletin de Méthodologie Sociologique, 66*, 60-75.

Park, D. C. (2000). The basic mechanisms accounting for age-related decline in cognitive function. In D. Park & N. Schwarz (Eds.), *Cognitive aging. A primer* (pp. 3-22). Philadelphia, PA: Psychology Press.

Schwarz, N., & Knäuper, B. (2000). Cognition, aging, and self-reports. In D. Park & N. Schwarz (Eds.), *Cognitive aging. A primer* (pp. 233-252). Philadelphia, PA: Psychology Press.

Select papers for presentation

Borgers, N., Sikkel, D., & Hox, J. (2004). Response effects in surveys on children and adolescents: The effect of number of response options, negative wording, and neutral mid-point. *Quality and Quantity*, 38, 17-33.

Knauper, B. (1999). The impact of age and education on response order effects in attitude measurement. *Public Opinion Quarterly*, 63, 347-370.

Recommended

Schwarz, N., Park, D., Knäuper, B., & Sudman, S. (Eds.) (1999). Cognition, aging, and self-reports. Philadelphia, PA: Psychology Press.

#14 & 15 Review and integration

Having reviewed the context-sensitive processes underlying memory, judgment, and self-report of behaviors and attitudes, you may wonder what the malleability of self-report means: How should we collect data to get at the "real" thing? And how "real" is that "real thing" to begin with? The Schwarz (2012) chapter addresses these issues. Large sections of this chapter will be familiar because they cover material from the earlier sections and provide a review of what we've done in class.

This final section of the course will also be an opportunity to reflect on student projects and to explore open issues.

Required

Schwarz, N. (2012). Why researchers should think "real-me": a cognitive rationale. In M. R. Mehl

& T. S. Conner (eds.), *Handbook of research methods for studying daily life* (pp. 22-42). New York: Guilford

USC Regulations

Academic Integrity
The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

Policy for the use of AI Generators
You can use AI, but you need to specify which AI you used for which tasks. Sharing experiences with your AI use for vetting questions will be a useful component of class discussion.

Students and Disability Accommodations
USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can

be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at
osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress
To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory
Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage
for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

Support Systems
Counseling and Mental Health - *(213) 740-9355 – 24/7 on call*
Free and confidential mental health treatment for students, including short-term psychotherapy,
group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - *988 for both calls and text messages – 24/7 on call*
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline)
provides free and confidential emotional support to people in suicidal crisis or emotional distress
24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national
network of over 200 local crisis centers, combining custom local care and resources with national
standards and best practices. The new, shorter phone number makes it easier for people to
remember and access mental health crisis services (though the previous 1 (800) 273-8255 number
will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - *(213) 740-9355(WELL) – 24/7 on call*
Free and confidential therapy services, workshops, and training for situations related to gender-
and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - *(213) 740-5086*
Information about how to get help or help someone affected by harassment or discrimination,
rights of protected classes, reporting options, and additional resources for students, faculty, staff,
visitors, and applicants.

Reporting Incidents of Bias or Harassment - *(213) 740-2500*
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity,
Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - *(213) 740-0776*
OSAS ensures equal access for students with disabilities through providing academic
accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - *(213) 740-0411*
Assists students and families in resolving complex personal, financial, and academic issues
adversely affecting their success as a student.

USC Emergency - *UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including
ways in which instruction will be continued if an officially declared emergency makes travel to
campus infeasible.

USC Department of Public Safety - *UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call*

Non-emergency assistance or information.

Office of the Ombuds - *(213) 821-9556 (UPC) / (323-442-0382 (HSC)*
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - *(323) 442-2850 or* otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.