

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PSY4930: Special Topics in Psychology**  
**Resilience in Children with Chronic Health Conditions – Honors (3 credit hours)**  
 Spring: 2026  
 Delivery Format: Online & On-Campus, HPNP G-307  
 Website: [eLearning](#)

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**Instructor:**

Sarah Westen, Ph.D.

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Office Hours: By appointment (please request through Canvas message)

Preferred Course Communications: Canvas message

**Prerequisites**

PSY 2012 General Psychology

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**PURPOSE AND OUTCOME**

**Course Overview**

*Resilience in Children with Chronic Health Conditions* provides an overview of common pediatric chronic illnesses and resilience theory, assessment, and intervention. The course emphasizes application of resilience-building approaches in psychological treatment and examines how resilience and health outcomes interact across contexts shaped by equity, access to care, and illness management.

**Relation to Program Outcomes**

This course serves as a 3-credit upper-level honors elective course within clinical and health psychology at the University of Florida. The early-stage developmental focus will support learning objectives that are applicable to a range of clinical and health profession degrees including public health, psychology, pre-medicine, health sciences, and early development undergraduate training programs. This course is designed to provide students with (1) an overview of common pediatric chronic illnesses; (2) an overview of resilience and how resilience-building approaches are applied to the psychological treatment of pediatric chronic illnesses; and (3) an examination of resilience theory, assessment, and promotion efforts through a review of psychological literature. A special focus will be on the interactive nature of resilience and health outcomes, with discussion on how this interactive relationship is compounded by factors such as socioeconomic status, race/ethnicity, access to care, and engagement in illness management.

**Course Objectives and/or Goals**

After successfully completing PSY4930, students will be able to:

1. **Define and explain** resilience in the context of pediatric chronic illness at the **individual, family, and societal** levels.
2. **Analyze** how resilience processes influence **disease outcomes** in common pediatric chronic illnesses.
3. **Describe and apply** the role of pediatric psychologists in **clinical interventions** that promote resilience, including **disease-specific evidence-based approaches**.
4. **Explain and evaluate** the role of pediatric psychologists in the **development of resilience theory, assessment models, and resilience-promotion strategies**.

5. **Identify and analyze** systemic and contextual **barriers to resilience**, including access to care and structural factors affecting pediatric chronic illness populations.
6. **Critically read and evaluate** scientific literature related to resilience in pediatric chronic health conditions.

### Instructional Methods

This course will be conducted in-person. All course content will be provided through live lectures; occasional recorded lectures; assigned readings; and other posted assignments, materials, or discussions. To ensure student understanding and attention to material, students will participate in lecture quizzes for several modules; two exams; and extend learning beyond course content through assignments.

This is a highly structured and content-paced course, meaning that you cannot progress to the next week's module until you have completed the prior one. It is expected that students will complete all quizzes, exams, and assignments on their own – with no outside help from others unless noted or specifically discussed with the course instructor (e.g., group assignments).

The format of this course will be primarily lectures, given by the course instructor, with the possibility of occasional lectures presented by guest lecturers. Case presentations and video demonstrations may also be used during this course, and these materials will be made available on the course website in eLearning on Canvas. Students are strongly encouraged to ask questions, comment on, and discuss the material presented. Effort will be given to provide engaging and participatory lectures.

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

Please refer to the eLearning Canvas course website which breaks down each week with a review of readings, quizzes, exams, and/or assignments due. Links to any recorded lectures and other resources will be provided under the appropriate week's module. Readings, with the exception of the textbook, will be accessible via Canvas. Additional readings beyond those listed may be uploaded based on class interest, guest lecturers, or updates in research. It is required that readings are completed prior to attending class and/or viewing lectures. Lectures will serve as a summary and application of readings. This schedule is subject to change due to instructor planning. Check Canvas at least weekly for updates, announcements, and inbox messages from the instructor.

### Notes Regarding Readings:

- Readings are ***to be completed before class.***
- Additional readings may be uploaded to Canvas based on class interest, guest lecturers, or research updates. Please check Canvas at least weekly.

### Notes Regarding Graded Quizzes/Exams:

- All are administered in Canvas in Lockdown Browser during class, unless otherwise stated. You must be present for the respective class period to receive credit.
- Bring Lockdown Browser compatible device to class each week to take the quiz.

| <b><u>Week</u></b> | <b><u>Class Date</u></b>                   | <b><u>Topic(s)</u></b>   | <b><u>Readings</u></b><br>(Ch. = Chapter; Readings are to be completed before class; e.g., Ch. 1 should be read before class on 1/20/26) | <b><u>Graded Quizzes/ Exams</u></b><br>(Quizzes and Exams are administered in class unless otherwise noted)   | <b><u>Other Graded Assignments</u></b><br>(Quizzes are administered in class unless otherwise noted) |
|--------------------|--|--|--|---|--|
| 1                  | 1/14/26                                    | Course Overview  |  | Practice Lockdown Browser Quiz due Friday 1/20/26 at 5:00pm<br><br>Syllabus Quiz due Friday 1/20/26 at 5:00pm<br><br>These are not graded, but must be completed by the deadline. |  |
| 2*                 | 1/21/26                                    | Introduction to Pediatric Psychology and Resilience                      | Preface, Ch. 1; Masten & Barnes (2018)   |   |  |
| 3*                 | 1/29/26                                    | Health Promotion in Children & The Biopsychosocial Model<br><br>Epilepsy | Ch. 40; Ch. 25; Modi et al. (2012)**; Hilliard et al. (2015)**   | Quiz 1 (covers content from Week 2 and Week 3)  |  |
| 4*                 | 2/5/26                                     | Families and Other Systems<br><br>Asthma                                 | Ch. 43; Ch. 18; Kionis-Mitchell et al. (2015)**; Westen et al. (2019)**  | Quiz 2  | Assignment 1 Opens   |
| 5*                 | 2/11/26                                    | Adherence to Treatment Regimens<br><br>Type 1 Diabetes                   | Ch. 10; Ch. 20; Rohan et al. (2015)**; Lord et al. (2015)**  | Quiz 3  | Assignment 1 Continued   |
| 6                  | 2/18/26<br>Online<br>Pre-Recorded<br>Class | Research Design<br><br>Pain  | Ch. 4; Ch. 11; Cousins et al. (2015)**   | Quiz 4  | Assignment 1 Due 2/18/26 at 3:00pm   |
| 7*                 | 2/25/26                                    | Ethical and Legal Issues<br><br>Cancer<br><br>Exam 1 Review              | Ch. 2; Chapter 22; Van Schoors et al. (2015)**   | Quiz 5  | Assignment 2 Opens   |
| 8*                 | 3/4/26                                     | Exam 1   |  | Exam 1 (administered during class)  | Assignment 2 Due 3/4/26 at 3:00pm  |

| <u>Week</u> | <u>Class Date</u>  | <u>Topic(s)</u>   | <u>Readings</u><br>(Ch. = Chapter; Readings are to be completed before class; e.g., Ch. 1 should be read before class on 1/20/26) | <u>Graded Quizzes/ Exams</u><br>(Quizzes and Exams are administered in class unless otherwise noted) | <u>Other Graded Assignments</u><br>(Quizzes are administered in class unless otherwise noted) |
|-------------|--|---|---|--|---|
| 9*          | 3/11/26  | Culture and Diversity Issues<br><br>Racial and Ethnic Health Disparities<br><br>Sickle Cell Disease | Ch. 7; Chapter 38;<br>Chapter 21; Schnierle et al. (2019)**   | Quiz 6   | Assignment 3 Opens  |
| 10          | 3/18/26  | <b>Spring Break – No Class</b>  |   |  |   |
| 11*         | 3/25/26  | Rural Health<br><br>Obesity   | Ch. 45; Ch. 32; Schnierle et al. (2019)**   | Quiz 7   | Assignment 3 Due 3/25/26 at 3:00pm  |
| 12*         | 4/1/26   | Prevention<br><br>Organ Transplantation   | Ch. 41; Ch. 28; Plevinsky et al. (2020)   | Quiz 8   |   |
| 13          | 4/8/26<br>Online Pre-Recorded Class                      | Schools and Re-Integration into Schools<br><br>Sleep  | Ch. 34; Ch. 35; Kemper et al. (2015)  | Quiz 9   | Assignment 4 Opens  |
| 14*         | 4/15/26<br><br>Attend PHHP Days and Join class at 5:00pm | PHHP Days<br><br>IBD<br><br>Transition  | Ch. 29; Ch. 47; Carlsen et al. (2017)   | Quiz 10 open 4/15/26 from 5:00pm to 4/22/26 at 3:00pm  | Assignment 4 Continued  |
| 15          | 4/22/26  | Exam 2  |   | Exam 2 (administered during class)   | Assignment 4 Due 4/22/26 at 3:00pm  |

\*An Asterisk next to the week number signifies that attendance will be taken in class; and, attendance and participation will count towards your course grade, as described below.

### Course Materials and Technology

*Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the Instructor of Record. The Instructor of Record is only responsible for these instructional materials.*

- **Required Textbook:** Roberts, M. C. & Steele, R. G. (2017). *Handbook of Pediatric Psychology*. (5<sup>th</sup> Edition). New York: The Guilford Press. ISBN # 9781462529780
- **Additional readings:** as indicated will be made available via Canvas. Please see the end of the syllabus for a list of citations.

- **Electronic Device:** All quizzes and exams will be administered via Canvas (as described within this syllabus). An electronic device with internet and eLearning capabilities is required (e.g., laptop, tablet). Please contact the UF Computer Help Desk (contact information below) if you have questions or concerns regarding your device's capabilities.
- **eLearning:** eLearning is the course management system that you will use for this course on Canvas. eLearning is accessed by using your Gatorlink account name and password at [eLearning](#). There are several tutorials and student help links on the eLearning login site. Quizzes and exams will require use of Canvas' lock-down browser feature.
- If you have technical questions with your electronic device or the eLearning website, call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu). You are responsible for checking your account prior to each class to determine how you should prepare for the upcoming class.

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- [Help Desk Website](#)

### The Respondus LockDown Browser

For quizzes and exams, this course will use The Respondus LockDown Browser. It is important that you plan ahead to ensure you have met all system and technology requirements to successfully use these services prior to quiz and exam deadlines. You are required to bring a device to class that allows you access to this service in order to take quizzes and exams online while class is in session; if unable, please communicate with the instructor that you would like to take quizzes/exams using paper format.

If your quiz or exam requires the use of this browser, it will say "requires use of the LockDown browser" in the title and you will not be able to begin in a traditional browser. If you have not already installed the browser, you will be given a link to download the browser, or you may install the browser at any time from the following link: [Download Respondus Lockdown Browser Link](#). (All UF Computer Labs have LockDown browser installed.) Once you have installed the browser, you may use it for all future quizzes requiring the use of the LockDown browser. Open the LockDown browser and it will open directly to the eLearning log-in page. Click login in the upper right corner and login using your Gatorlink username and password. You will then be in eLearning. Go to the course where the test is being given and begin the quiz. You want to make sure you have a strong, reliable internet connection when using LockDown browser. It is not recommended to take the quiz from a cafe or other open wireless connection. When taking a quiz or exam in the LockDown browser, your computer will be disabled for all purposes except for taking the quiz or exam. You cannot visit another website, open another application, copy/print any screen. The only way to get out of the LockDown browser is to submit your quiz or exam.

### Quiz and Exam Rules

- Quizzes and exams will be administered as described in the course schedule.
- Quizzes and exams are closed book, closed notes.
- Quizzes and exams are to be completed independently.
- No extra materials are allowed unless provided by the instructor.
- Quizzes and exams are taken on LockDown Browser. If the LockDown Browser closes unexpectedly or Canvas times out during your exam, you are required to inform the instructor **immediately**, and **each time this occurs if it occurs more than once**. Failure to notify the instructor could result in a grade of 0 on the quiz or exam as exiting Lockdown Browser may be interpreted as a breach of Honor Code.
- All quizzes and exams must be completed in-person during class, unless otherwise stated or unless prior arrangements are made by or with the instructor. If and when approved to complete a quiz after its scheduled in-class administration, the quiz must be completed **within one week** of the original scheduled date and time.
- Quizzes will open to allow you to review correct answers within one week of the scheduled quiz date or after all class members have completed the quiz, whichever occurs first. You must sign into Lockdown Browser to review quiz responses. If you have questions about a quiz, exam, or your grade, please attend Office Hours or

email the instructor to set up a meeting time. Quiz and exam responses will not be discussed during class for the sake of time.

### **Support**

- Respondus LockDown Browser: If you encounter technical difficulties while taking a test using the LockDown browser, call the Help Desk (352) 392-4357 immediately.

## **ACADEMIC REQUIREMENTS AND GRADING**

### **Quizzes**

There will be 10 quizzes in this course. Each quiz is worth 2% of the final course grade, for a total of 20%. Quizzes will be administered in person during the scheduled class period, at a time announced during class, unless otherwise specified by the instructor. Quizzes must be completed and submitted during the designated open period. Quizzes will include multiple-choice, true/false, and/or short free-response questions. Quizzes are not cumulative and will cover material from the assigned readings, lectures, assignments, and discussions for that week. All quizzes are closed book, must be completed independently, and no notes are permitted. Use of Respondus LockDown Browser is required unless prior accommodations are approved by the instructor.

There are no make-up quizzes, except for documented medical reasons (e.g., a healthcare provider note) or other qualifying excused absences in accordance with University of Florida guidelines and at the discretions of the instructors. Approval of make-ups is at the instructors' discretion. If approved, the quiz must be completed within one week of the original scheduled date and time. Quizzes missed due to unexcused absences or not completed during the open period will receive a score of zero.

Quizzes will reopen for review of correct answers either within one week of the scheduled quiz date or after all students have completed the quiz, whichever occurs first. You must sign into Respondus LockDown Browser to review responses. Questions about quizzes or grades should be addressed during Office Hours or by email to schedule a meeting. Quiz and exam responses will not be reviewed during class

### **Exams**

There will be two (2) exams in this course. Each exam is worth 25% of the final course grade, for a total of 50%. Exams will be administered in person during the scheduled class period, unless otherwise approved by the instructor. Exams must be completed and submitted within the designated open period.

Exams may include multiple-choice, true/false, short free-response, and/or short-answer essay questions. Exams are not cumulative and will assess material from the assigned readings, lectures, assignments, quizzes, and discussions. All exams are closed book, must be completed independently, and no notes are permitted. Use of Respondus LockDown Browser is required unless prior accommodations are approved by the instructor.

There are no make-up exams, except for documented medical reasons (e.g., a healthcare provider's note) or other qualifying documented excused absences consistent with University of Florida guidelines. Approval of make-ups is at the instructors' discretion. Exams missed due to unexcused absences or not completed during the open period will receive a score of zero.

Students who are unable to complete an exam at the scheduled date and time may request approval to take the exam early; requests may or may not be approved at the discretion of the instructors and considering UF guidelines. Such requests must be submitted in writing and as early as possible in the semester; late requests will not be considered.

Exams will reopen for review of correct answers either within one week of the scheduled exam date or after all students have completed the exam, whichever occurs first. You must sign into Respondus LockDown Browser to review responses. Questions about exams or grades should be addressed during Office Hours or by email to schedule a meeting. Exam responses will not be reviewed during class.

### **Assignments Submitted to Canvas**

There will be four assignments in this course. Detailed instructions for each assignment are provided below and will be provided in Canvas. These assignments will each be worth 5% of your grade; assignments therefore count for a total of 20% of the final grade. You are encouraged to review the deadlines in advance to ensure timely submission of assignments. No late assignments will be accepted, except under extenuating circumstances at the discretion of instructor approval.

### **Assignment 1**

Assignment 1 must be submitted in the Assignments tab of eLearning (Canvas) to be considered complete. For this assignment, please discuss/answer the points under “Your Task” below. You may either answer directly into eLearning under Assignment 1, or attach to the Assignment as a Word document. Your entire response (all 4 sections) should be around 1-1.5 pages, 12-point font, single spaced. (Points will not be deducted for going under or over as long as you answer the question thoroughly). MLA format with in-text citations and a Bibliography are appropriate. The assignment is graded out of 100 points.

So far in Resilience in Children with Chronic Health Conditions, we have covered the following topics:

1. Introduction to the Field of Pediatric Psychology
2. Historical Developments and Trends in Pediatric Psychology
3. Health Promotion in Children
4. Biopsychosocial Model
5. Families and Other Systems
6. Developmental Perspectives of Resilience in Children (Masten & Barnes, 2018)
7. Pediatric Self-Management Model (Modi et al., 2012)
8. Resilience in Chronic Illnesses – Intro to Special Issue (Hilliard et al., 2015)
9. Sleep & Resilience in Asthma (Koinis-Mitchell et al., 2015)
10. Epilepsy
11. Asthma

Your Task:

1. Define resilience as presented in Masten & Barnes (2018) and Hilliard et al. (2015). Discuss why a single unifying definition of resilience is complicated in nature.
2. Choose either pediatric epilepsy or pediatric asthma. Then:
  1. [25 points] Describe the disease using a definition or criteria for diagnosis, prevalence rates, symptoms, and treatment.
  2. [25 points] Describe the biopsychosocial model and discuss how it may apply to resilience promotion within this disease.
  3. [25 points] Discuss the role of the family microsystem in disease management and resilience. For this, consider the Modi et al. (2012) Pediatric Self-Management Model and the family microsystem section in Chapter 43.
  4. [25 points] Describe the potential roles of a pediatric psychologist in illness management and resilience promotion.

### **Assignment 2**

Assignment 2 must be submitted in the Assignments tab of eLearning (Canvas) to be considered complete. You may either answer directly into Canvas under Assignment 1, or attach to the Assignment as a Word document. Your entire response should be around 400-500 words (500 words is about 1 page, 12-point font, single-spaced). Points will not be deducted for going under or over this word count, but please note that you should succinctly answer. MLA format with in-text citations and a Bibliography are appropriate. The assignment is graded out of 100 points.

Your Task:

In Week 5, we discussed adherence/self-management and resilience. I presented a supplemental lecture on the type 1 diabetes treatment regimen. You may have noticed that the daily management required to maintain health outcomes in type 1 diabetes is rigorous and demanding. Other diseases we have covered in class may also involve consistent and rigorous treatment planning and delivery, which often involves family members' assistance. In Week 7, we discussed ethical and legal issues related to pediatric chronic illnesses. You learned about issues such as informed consent, confidentiality, and medical decision making; and, you learned about the added complexity surrounding these issues when working with children.

Given this, please answer the following questions.

1. [30 points] How do you think the demanding nature of a disease regimen may impact a child/family's adherence and resilience promotion?
2. [30 points] Discuss how ethical and legal issues (e.g., informed consent, confidentiality, medical decision making, and/or thinking about issues of bioethics in children/adolescents) may impact a child's adherence and resilience promotion.
3. [40 points] Tell me briefly about your future career goals. How might learning about disease regimens and resilience promotion be helpful in your future career? If you do not plan to go into medicine/psychology – that's ok! Might there still be human behavior or health promotion knowledge gained in this class that could generalize to your career path?

### Assignment 3

Assignment 3 must be submitted in the Assignments tab of eLearning (Canvas) to be considered complete. You may either answer directly into Canvas under Assignment 1, or attach to the Assignment as a Word document.

In Weeks 9 and 11, you read the paper "Implicit Bias: What Every Pediatrician Should Know about the Effect of Bias on Health and Future Directions" by Schnierle, Cristian-Brathwaite, & Louisias (2019). The purpose of this assignment is to help you critically think about the topics raised in this paper and how they may impact pediatric psychology and resilience promotion.

Your Task:

1) [10 points] During class in Week 11, on 3/11/26, we will break out into small groups to discuss the reading. You will assign a group leader to post a discussion summary on behalf of your group to a discussion board thread on Canvas. You may discuss implicit biases and how they may impact pediatric psychology and resilience. You may wish to share hypothetical examples. Or, you may just wish to share your reflections of the article. Only one post is needed per group. Your post can be short - 3 or 4 sentences is fine. This is just meant to engage you as a class. Please post by the end of our class period.

2) [90 points] In an individual written assignment, due on eLearning on 3/25/24 at 3:00pm, please submit answers to the following questions. Aim for 1-2 pages, 12-point font, single spaced. MLA format with in-text citations and a Bibliography are appropriate. More is not always better - keep answers succinct but make sure you answer the question.

1. [5 points] Define implicit bias.
2. [20 points] Why should we care about implicit bias in pediatric psychology? (The article spoke about medicine, but translate themes and critically think how this applies to pediatric psychology).



3. [10 points] Discuss whether implicit bias is associated with worse health outcomes, based on the paper.
4. [25 points] Discuss how you think implicit bias may affect resilience promotion in pediatric psychology.
5. [30 points] Discuss how culture/diversity issues and racial/ethnic health disparities could intersect with implicit bias.

The Discussion board post will be graded for completion and will be worth 10% of your assignment grade. The other 90% of your points will come from your individual submission within Assignment 3.

#### **Assignment 4**

Assignment 4 must be submitted in the Assignments tab of eLearning (Canvas) to be considered complete. You may either answer directly into Canvas under Assignment 1, or attach to the Assignment as a Word document.

Throughout this course, we have discussed factors which impact resilience in various pediatric chronic illness populations. Now, I'd like to switch focus to resilience in health professionals! Many of you are planning careers in a health profession. Your resilience is important, too. As we learned in Week 14, sleep is an important factor in building resilience. Also in Week 13, you read the article "Are Mindfulness and Self-Compassion Associated with Sleep and Resilience in Health Professionals?" by Kemper, Mo, & Khayat. For this assignment, I'd like you to reflect on sleep and self-compassion and describe how you think a healthcare provider's own resilience may impact the care of the patients they treat.

To do this, answer the following questions. These are largely opinion-based questions, but please do refer to the lecture/book or Kemper paper to cite facts about sleep and resilience as appropriate. Aim for 1 page, 12-point font, single spaced. MLA format with in-text citations and a Bibliography are appropriate.

1. [30 points] How do you think a healthcare provider's sleep health may impact their own resilience?
2. [30 points] How do you think a healthcare provider's self-compassion may impact their own resilience?
3. [40 points] How do you think a healthcare provider's own resilience impacts that of their patients?

#### **Attendance**

An Asterix (\*) next to the week number on the course calendar signifies that attendance will be taken in class and count towards your course grade, as described below. Attendance will be taken during 10 classes. Each class period's attendance and corresponding participation is worth 1% of your final course grade; as such, attendance and participation count for a total of 10% of your final course grade. Given that this is an upper-level elective course, class attendance is expected, not optional. If you do miss a class, it will be your responsibility to makeup missed work and to schedule office hours as needed to discuss content from that class. You are expected to arrive to class on time, participate, and stay until dismissed in order to earn your attendance credit. Attendance credit will automatically be given for excused absence(s); documentation of the excused absence reason may be required. If you know you must miss class for an unexcused reason, please notify the instructor as early as possible. Attendance credit may be made up for unexcused absences at the discretion of the instructor.

More information may be found on the [UF Attendance Policy](#).

#### **Grading**

| Requirement | Number Throughout Semester | Due Date(s)    | % of Final Grade Each | Total % of Final Grade |
|-------------|----------------------------|----------------|-----------------------|------------------------|
| Exam 1      | 1                          | March 4, 2026  | 25%                   | 25%                    |
| Exam 2      | 1                          | April 22, 2026 | 25%                   | 25%                    |

|                                       |                               |   |           |             |
|---------------------------------------|-------------------------------|---|-----------|-------------|
| <b>Quizzes</b>                        | <b>10</b>                     | <b>Jan 29; Feb 5; Feb 11; Feb 18 (online); Feb 25; Mar 11; Mar 25; Apr 1; Apr 8 (online); Apr 15–22, 2026 (Quiz 10 open window)</b> | <b>2%</b> | <b>20%</b>  |
| <b>Assignment 1</b>                   | <b>1</b>                      | <b>Feb 18, 2026 (3:00 PM)</b>   | <b>5%</b> | <b>5%</b>   |
| <b>Assignment 2</b>                   | <b>1</b>                      | <b>Mar 4, 2026 (3:00 PM)</b>  | <b>5%</b> | <b>5%</b>   |
| <b>Assignment 3</b>                   | <b>1 – Part I and Part II</b> | <b>Mar 11, 2026 (6:00pm) and Mar 25, 2026 (3:00 PM)</b>   | <b>5%</b> | <b>5%</b>   |
| <b>Assignment 4</b>                   | <b>1</b>                      | <b>Apr 22, 2026 (3:00 PM)</b>   | <b>5%</b> | <b>5%</b>   |
| <b>Attendance &amp; Participation</b> | <b>10 class sessions</b>      | <b>Dates designated with an asterisk (*) in the course schedule</b>   | <b>1%</b> | <b>10%</b>  |
| <b>Total</b>                          | <b>—</b>                      | <b>—</b>  | <b>—</b>  | <b>100%</b> |

Point system used (i.e., how do course percentage points translate into letter grades).

| <b>Percentage Earned</b> | <b>Letter Grade</b> | <b>Grade Points</b> |
|--------------------------|---------------------|---------------------|
| 93-100                   | A                   | 4.0                 |
| 90-92                    | A-                  | 3.67                |
| 87-89                    | B+                  | 3.33                |
| 83-86                    | B                   | 3.0                 |
| 80-82                    | B-                  | 2.67                |
| 77-79                    | C+                  | 2.33                |
| 73-76                    | C                   | 2.0                 |
| 70-72                    | C-                  | 1.67                |
| 67-69                    | D+                  | 1.33                |
| 63-66                    | D                   | 1.0                 |
| 60-62                    | D-                  | 0.67                |
| Below 60                 | E                   | 0.0                 |
|                          | WF                  | 0.0                 |
|                          | I                   | 0.0                 |
|                          | NG                  | 0.0                 |
|                          | S-U                 | 0.0                 |

Final grades are rounded to the nearest whole number ( $\geq .50$  rounds up;  $< .50$  rounds down). Please be aware that a C- is not an acceptable grade for Bachelor of Health Science and Bachelor of Public Health Programs.

A minimum grade of B is required to earn Academic points towards Honors Completion Requirements. Once you have earned your final grade in this course, please upload the course information and final grade from your Unofficial Transcript into your Honors Canvas Cohort: Honors Requirements module to earn Honors Milestone / Completion credit.

- Include Honors Program contact information:
  - Honors Program, Honors Village Complex #4, 352-392-1519
  - Quick questions for an Honors advisor? Email [advisor@honors.ufl.edu](mailto:advisor@honors.ufl.edu)
  - Need an Honors advising appointment? Schedule via [Microsoft Bookings](#)
  - Honors Program [Event Calendar](#)

### Quiz and Exam Policy

Quizzes and exams are designed to assess students' mastery of core concepts, theories, and applied knowledge central to clinical and health psychology, consistent with the learning objectives of an upper-level undergraduate course at the

University of Florida.

### ***Format and Administration***

Quizzes and exams will consist of a combination of multiple-choice, fill-in-the-blank, short-answer, and/or brief essay questions. Quizzes and exams are not cumulative, though broad-based concepts that span multiple weeks of the course may be assessed. All quizzes and exams will be completed in person during the scheduled class period, unless otherwise noted or approved by the instructor, and administered through Canvas on the UF eLearning platform using Respondus LockDown Browser.

### ***Connection Between Course Outcomes and Exams***

Exams are intentionally aligned with course learning outcomes and are designed to evaluate students' ability to:

- Demonstrate understanding of foundational concepts, models, and terminology in clinical and health psychology
- Apply theoretical and empirical knowledge to clinical examples, case material, and real-world contexts
- Integrate research methods, ethical considerations, assessment strategies, and intervention principles
- Critically evaluate psychological approaches relevant to clinical, health, and allied professional pathways

Given the course's early-stage developmental and applied focus, exams emphasize both conceptual understanding and the ability to synthesize and apply material relevant to students pursuing training in psychology, public health, pre-medicine, health sciences, and related fields.

### ***Proctoring and Exam Integrity***

Quizzes and exams will be proctored entirely by the course instructor, unless otherwise specified. Respondus LockDown Browser prevents access to other browsers, applications, or windows while the exam is in session. Exams are closed book, must be completed independently, and no notes or external resources are permitted, unless an approved accommodation is in place. Paper-based exams may be requested only with prior instructor approval and are not guaranteed.

### ***Disability Resource Center (DRC) Accommodations***

Students with approved testing accommodations through the Disability Resource Center (DRC) must request each quiz and/or exam through the DRC portal.

- If you are a student with an approved accommodation and would like to take quizzes and/or exams at the DRC, you must notify the instructor within the first one (1) week of class.
- Requests must be *submitted* at least two (2) weeks prior to the exam date.
- Quiz and exam scheduling must be fully approved no later than four (4) business days before the scheduled exam (e.g., an exam request must be *approved* by Thursday at 3:00pm to test on the following Wednesday at 3:00pm).
- Failure to request or finalize approval within these timelines may result in a missed exam, which will be considered an unexcused absence.

Students are strongly encouraged to submit accommodation requests as early as possible at the beginning of the semester to ensure timely scheduling.

### ***Policy Related to Make Up Exams or Other Late Work***

### ***Student Responsibility***

Students are expected to attend all class sessions and to participate fully. They are responsible for monitoring course requirements and communicating proactively with the instructor if circumstances arise that may impact attendance or timely submission of work. Whenever possible, students must notify the instructor before missing a class, quiz, or exam. It is the student responsibility to email about missing work.

### ***Absences***

Please note that course instructors are bound by the UF policy for excused absences. Excused absences must be

consistent with university policies in the Undergraduate and Graduate Catalogs and require appropriate documentation when applicable. Students must follow UF policies regarding religious holidays, illness, and emergencies. For information regarding the UF Attendance Policy see the Registrar website for additional details.

If a student misses a graded assignment (i.e., attendance, assignment, quiz, or exam) because of a foreseeable conflict (e.g., professional conference, athletic competition, religious observance), the student is required to notify the instructor as early as possible to arrange alternatives in advance. If a graded assignment is missed due to illness or medical emergency, documentation from a healthcare provider will be required.

In the event of an absence, inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit. If a quiz or exam is missed due to an excused absence (e.g., illness, emergency, religious observance, approved professional activity), a make-up quiz or exam will occur on the first day the student returns or at the earliest convenience of the instructor, whichever is sooner. Failure to complete the make-up within this timeframe may result in a grade of 0 unless otherwise arranged in advance.

#### ***For Excused Absences:***

- Attendance credit will **automatically be given** for ***excused*** absences. **Documentation** for the excused absence is required and must be submitted to the instructor within one week following the absence.
  - **Examples of acceptable documentation for Excused Absences includes:**
    - Medical documentation (e.g., Student Health Care Center note, other healthcare professional note, DRC note, or You Matter We Care Representative note)
    - Hospice, death, or funeral documentation
- Documentation must include specific information about the **date and time** that conflict with the **full class period**. For example, if you have a medical appointment from 9:00–10:00 a.m. during class, you are expected to attend class afterward unless the documentation explicitly states that you are unable to do so (e.g., due to travel distance or continued illness). Likewise, a medical note indicating a visit on a prior date without an expected return-to-class date—or indicating a return before the missed class—does not constitute an excused absence for a later class meeting.
- The quiz administered during an ***excused*** absence may be made up in-person with the instructor during a scheduled time **within one week** following the absence. Please **message the instructor** through Canvas to coordinate.

#### ***For Unexcused Absences:***

Each student is permitted one (1) unexcused absence during the semester. This allows you to **miss one class and still earn attendance credit and make up the associated quiz within one week** without documentation and without penalty. **Importantly, this one unexcused absence does NOT apply to Exam 1 or Exam 2 dates.**

To receive credit for your unexcused absence, you must complete **all** of the following:

1. **Notify the instructor via a Canvas message prior to the class you will miss.** Requests should be submitted as early as possible.
2. **Watch the full recorded lecture** for the missed class. **Confirm completion** by messaging the instructor via Canvas.
3. **Schedule and complete the missed quiz within one week of the absence**, either during **office hours (Thursdays, 3:00–5:00 p.m.)** or another mutually agreed-upon time.
4. **Attendance credit will be awarded after the quiz is completed.**

Failure to complete all steps within the required timeframe will result in the absence being recorded as unexcused, with **no attendance or quiz credit awarded**.

Quizzes and exams missed due to **unexcused absences** (beyond the one allowable, which does not apply to exam dates) will be given a zero.

### **Technical Issues**

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from eLearning when the problem was reported to them. The ticket number will document the time and date of the problem, which must be before the deadline. Then, you must notify the instructor via a message on Canvas within **24 hours** of the technical difficulty if you wish to request a make-up.

### **Late Work**

The general policy for late work is a **5% deduction per day**, applied to the **final earned points**, beginning **immediately after the deadline**. This penalty may be waived at the instructor's discretion. Students who submit work after the deadline are encouraged to **email the completed assignment directly to the instructor as soon as possible**. The **email timestamp** will serve as the official date and time of submission for the attached assignment.

***For reference, UF's attendance and make-up work policies are available here:***

- [Undergraduate Catalog – Attendance Policy](#)
- [UF Religious Holidays Policy](#)

### **Incomplete Grades**

An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has 1) completed a major portion of the course with a passing grade, 2) been unable to complete course requirements prior to the end of the term because of extenuating circumstances, and 3) obtained agreement from the instructor and arranged for resolution (contract) of the incomplete grade. Instructors assign incomplete grades following consultation with Department Chairs.

### **Course Policy Related to Required Class Attendance**

Attendance is considered an integral part of the learning experience as class discussions and lectures will include valuable material covered in the examinations that is not otherwise covered in the textbook. Thus, class attendance will be taken, and students are expected to attend all classes and participate in class discussions to have exposure to this information. Class attendance will be calculated into your final grade in the course through attendance taken during class. **NOTE THAT STUDENTS WHO ARE NOT PRESENT IN CLASS WILL NOT RECEIVE CREDIT FOR TURNING IN AN ASSIGNMENT BASED ON AN IN-CLASS ACTIVITY OR AN IN-CLASS QUIZ OR EXAM ADMINISTERED ON CANVAS**, unless prior arrangements and approval are made at the discretion of the instructor. If a student must be absent, they are responsible for obtaining any missed material (e.g., acquisition of class notes from a classmate, meeting with the instructor during office hours). You can expect that class slides will, in most cases, be posted on Learning; however, not every lecture has slides that will accompany it and not all information will be on slides. Some material presented in lectures, during in-class discussions, or as provided in supplemental readings will not be in the texts and will be included on examinations. Thus, reduced attendance can be expected to result in a lower course grade.

**Note that attending class via Zoom does not count towards attendance.** You are welcome to attend the course live via Zoom, rather than watch a recording retroactively, if you have an approved excused absence (i.e., written confirmation from the instructor that the absence is excused).

Please be aware that recorded class lectures are NOT a regular substitute for attending class. Rather, they are available to all students for study and review purposes. If you happen to miss class, recorded lectures can serve as a tool for staying on track of course content; however, course objectives require regular in-person attendance and participation in course discussion.

If you have approved accommodations through the Disability Resource Center and have questions about how the above may apply to you, please reach out to your Accessibility Specialist, myself, or Dr. Sarah Westen (the Instructor of Record) to discuss. All students with approved accommodations that may impact attendance should proactively meet with me to discuss.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [online catalog](#).

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the [Registrar website](#) for additional details.

### **Policy Related to Recording of Lectures**

Our class sessions may be audio and visually recorded for enrolled students to use for study purposes. Students who attend class agree to have their video or audio (voice) recorded. If you are unwilling to consent to have your video or audio (voice) recorded, please notify the instructor before class begins. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Remote and Online Synchronous Sessions (if applicable): Class sessions may be audio visually recorded for enrolled students to use for study purposes. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the “chat” feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **Response/Feedback Policy**

Students may communicate with the instructor via eLearning, e-mail, or in-person during office hours (by appointment). Contact information is provided at the top of this syllabus. Messages sent via eLearning are preferred. The instructor will reply within 72 business hours. Communication will be made with students if the instructor needs to be absent or on leave, resulting in any changes to this policy. Feedback time on quizzes, exams, and assignments will vary based on the length of assignments and amount of feedback provided; though, expected timeline for grading and feedback will be provided within each graded assignment and will typically not exceed one week. Scores on multiple

choice quiz and exam questions taken electronically will be available immediately for multiple choice items, with subsequent instructor review to verify accuracy and validity.

### **Invitation to Share Name Pronunciation and Pronouns**

An optional feature called “NameCoach” is enabled in our Canvas E-Learning platform; you will find it on the left navigation column when you select viewing of this course. In NameCoach, you may record the pronunciation of your name and may add your preferred pronouns.

### **Policy Related to AI Use in This Course**

While artificial intelligence (AI) can be a helpful resource to refine writing (e.g., improving organization, grammar, and spellcheck), it also makes it difficult for instructors to accurately assess what reflects your own knowledge versus what may have been generated by an AI tool. For this reason, the use of AI for graded coursework in CLP4302 this semester (e.g., including discussion posts and written assignments) is prohibited, unless explicitly stated by the instructor(s). If it is determined by the instructor(s) that AI was likely used, possible consequences may include, but are not limited to, reduced or no credit, additional assignment requirements, and/or a formal report of suspected academic misconduct.

Use of AI on assignments, reflection papers, exams, or quizzes when prohibited by course or college policy constitutes **cheating** and is a violation of **UF Regulation 4.040 (Student Honor Code and Student Conduct Code)**.

### **Authorized Use**

*When explicitly authorized by the course instructors, students may use AI tools provided that:*

- All AI use is **fully disclosed and cited**, including the name of the tool and how it was used.
- Students assume full responsibility for all content, including errors, omissions, and inaccuracies

Assistive technologies approved as part of a documented disability accommodation are **always permitted**.

Course instructors reserve the right to modify limitations on AI use and will communicate any changes sufficiently in advance of assignment due dates. Failure to disclose permitted AI use or use of AI beyond stated limitations constitutes academic misconduct.

### **Reflective Writing**

It is not acceptable to use generative AI for reflective writing, as by its very nature, the process of reflective writing demands that you actively engage in the writing process. Delegating this to a natural language processing algorithm may produce convincing outputs but does not demonstrate development in your professional practice.

### **Data Privacy and Confidentiality**

Many generative AI tools (e.g., ChatGPT, ChatSonic, Google Bard) may store or reuse submitted content. Students must **not provide confidential or sensitive information** to any AI system. This includes, but is not limited to, information related to patients or clients, students, academic records, and/or intellectual property. UF AI systems (e.g., Copilot, NaviGator) should likewise **never** be used to generate confidential communications.

Students are responsible for reviewing the terms and conditions of any third-party software they use and ensuring appropriate data protection. AI-generated content may contain factual inaccuracies or fabricated citations; students are expected to independently verify all information.

Students are responsible for understanding their dynamic data stewardship responsibilities to minimize personal, college, and university risk.

[UF Integrated Risk Management – CHATGPT Privacy, Factual Accuracy and Usage Guidelines](#)

## **ACADEMIC POLICIES & RESOURCES**

Information about University [Academic Policies and Resources](#).

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

- Students are expected to attend the entirety of live lectures and live course periods and to limit outside distractions. Not doing so may impact the student's attendance grade.
- Students are expected to monitor eLearning for class announcements, changes to the course schedule, or other updates.
- Use of The Respondus LockDown Browser will be required for all graded quizzes and exams in this course. Please see details in this syllabus for requirements to use these services. It is important that you plan ahead to ensure you have met all system and technology requirements to successfully use these services prior to quiz and exam deadlines. It is expected that you bring a compatible device with you to class to take quizzes/exams or to submit assignments, as assigned. If you are unable to utilize a compatible electronic device, please inform the instructor that you would prefer paper quiz(zes)/exam(s).
- Media Policy: Electronic devices are allowed as part of course participation (e.g., for the purpose of taking notes and participating in online quizzes or exams). However, students are expected to limit outside distractions, including distractions with the use of electronic devices. Not doing so may impact the student's attendance grade.
- Assignments are expected to be completed independently, and without the use/aid of AI (see Policy Related to AI Use in This Course for more information), unless otherwise specified.

### Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see [Student Conduct and Honor Code](#) or the [Graduate Student Website](#) for additional details.

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### Communications Guidelines

Students are expected to engage in respectful communication with the instructor and other classmates during class and on online platforms (email, eLearning, etc.). Please view [the Netiquette Guidelines](#).

## SUPPORT SERVICES

### PHHP Student Resources

PHHP's UPTurn (Unified Pathways to Support Wellness) program is a *no-cost mental health and wellness program* that is offered year-round to all PHHP students (undergraduate, graduate and professional level) and students (from any



college) who are enrolled in PHHP courses. UPTurn advisors support students on their wellness journeys by curating individualized plans (resources and support) to help them manage academic, social, emotional, and health-related stress.

Interested students are paired with an UPTurn advisor, who meets with each student *virtually* (Zoom, Teams, phone) or *in person* (private office/room in HPNP) for a 45-minute consultation, followed by (if desired):

1. Up to 4 follow-up skills-building visits
2. When needed and appropriate, up to 10 psychotherapy sessions after completion of the 4 follow-up skills-building visits

Note: UPTurn is NOT a crisis/emergency resource. Students who are in crisis are strongly encouraged to use UF's existing [crisis support resources](#).

Students can learn more about [UPTurn](#) as well as request an appointment.

Any questions regarding UPTurn can be directed to [upturn@phhp.ufl.edu](mailto:upturn@phhp.ufl.edu) or (352) 273-6850.

### **Students Requiring Accommodations**

If you require classroom accommodation because of a disability, it is strongly recommended you register with the [Dean of Students Office](#) within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their [website](#) for more information. Online and in person assistance is available.
- [You Matter We Care](#). If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the [website](#).
- **Crisis intervention is always available 24/7 from:**  
[Alachua County Crisis Center](#)  
(352) 264-6789

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and

promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act."

### Campus Resources

#### Health and Wellness:

##### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a team member can reach out to the student.

[Counseling and Wellness Center](#) 352-392-1575; and the  
[University Police Department](#) 352-392-1111 or 911 for emergencies.

##### **Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161; and the  
[University Police Department](#) at 352-392-1111 or 911 for emergencies.

#### Academic Resources:

[eLearning technical support](#), 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).

[Career Resource Center](#) Reitz Union, 392-1601. Career assistance and counseling.

[Library Support](#). Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

[Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

[Student Complaints](#)

[On-Line Students Complaints](#)

#### **\*\*List of Full Citations for Course Readings:**

1. Carlsen, K., Haddad, N., Gordon, J., Phan, B. L., Pittman, N., Benkov, K., Dubinsky, M. C., & Keefer, L. (2017). Self-Efficacy and Resilience are Useful Predictors of Transition Readiness Scores in Adolescents with Inflammatory Bowel Diseases. *Inflammatory Bowel Diseases*, 23(3): 341-346.  
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4. Kemper, K. J., Mo, X., & Khayat, R. (2015). Are Mindfulness and Self-Compassion Associated with Sleep and Resilience in Health Professionals? *The Journal of Alternative and Complementary Medicine*, 21(8), 496-503. <http://doi.org/10.1089/acm.2014.0281>.
5. Kionis-Mitchell, D., Kopel, S. J., Boergers, J., McQuaid, E. L., Esteban, C. A., Seifer, R., Fritz, G. K., Beltran, A. J., Klein, R. B., & LeBourgeois, M. (2015). Good Sleep Health in Urban Children with Asthma: A Risk and Resilience Approach. *Journal of Pediatric Psychology*, 40(9), 888-903. <http://doi.org/10.1093/jpepsy/jsv046>.
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8. Modi, A. C., Pai, A. L., Hommel, K. A., Hood, K. K., Cortina, S., Hilliard, M. E., Guilfoyle, S. M., Gray, W. N., & Drotar, D. (2012). *Pediatrics*, 129(2), e473-e485. <https://doi.org/10.1542/peds.2011-1635>
9. Plevinsky, J. M., Carmody, J. K., Gamwell, K. L., & Ghosh, S. (2020). The Impact of COVID-19 on Pediatric Adherence and Self-Management. *Journal of Pediatric Psychology*, 45(9): 977-982. <http://doi.org/10.1093/jpepsy/jsaa079>.
10. Rohan, J. M., Huang, B., Shroff Pendley, J., Delamater, A., Dolan, L., Reeves, G., & Drotar, D. (2015). Predicting Health Resilience in Pediatric Type 1 Diabetes: A Test of the Resilience Model Framework. *Journal of Pediatric Psychology*, 40(9), 956-967. <http://doi.org/10.1093/jpepsy/jsv061>.
11. Schnierle, J., Christian-Brathwaite, N., & Louisias, M. (2019). Implicit Bias: What Every Pediatrician Should Know About the Effects of Bias on Health and Future Directions. *Current Problems in Pediatric Adolescent Health Care*, 49: 34-44. <http://doi.org/10.1016/j.cppeds.2019.01.003>.
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