

The Psychology of Procrastination

Psych GU4274 (3 points)
Tentative Syllabus for Spring 2026

Course Information

Wednesdays, 2:10-4pm
Room: TBD

Instructor Information

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Course Description

Why do we put off things until later—even things we know are important; even in cases where we know the cost of delaying; even when doing the work more gradually over time would be less unpleasant; even sometimes on tasks we anticipate enjoying? Everyone procrastinates sometimes, but why do some people seem to procrastinate a lot while others don't have much of an issue with task delaying? This course reviews current research on selected cognitive and motivational theories of procrastination, as well as interaction of task delay with mental health and neurodiversity. We will close with an examination of some potential interventions that may help people reduce or avoid procrastination, both at the individual level and in academic settings such as course design.

Prerequisites

(1) Instructor permission; (2) an introductory psychology course (e.g., PSYC 1001); (3) at least one course introducing cognitive topics (e.g., Cognition: Basic Processes; Thinking & Decision Making; Cognition: Memory & Stress), and/or PSYC 2630 Social Psychology.

Rationale for these prerequisites: familiarity with theories covered in Thinking & Decision Making and Social Psychology will help make our readings more accessible. Students who are new to most of our topics will need to put in extra time preparing for class discussions, as the workload for the course assumes familiarity with at least some of the theories from cognitive and social psychology that we draw on (e.g., temporal discounting; Construal Level Theory; Regulatory Mode Theory; overconfidence & the planning fallacy; etc.).

Admission to the Seminar

If there is more student interest than there is space, priority will go to Psychology PhD students, undergrad Psychology and Neuroscience & Behavior majors, and Psychology postbacs in the Certificate Program. Other things being equal, students who have the best preparation and strongest motivation for our course topics will be selected.

Role in the Psychology Curriculum

This course is designed to give advanced undergraduate and graduate students in the Psychology Department a deeper understanding of the cognitive and affective theories that can help us understand the phenomenon of procrastination.

This course fulfills the following requirements of the following programs:

- Psychology Majors & Post-Bacs: Group I Requirement, or Seminar Requirement
- Neuroscience & Behavior Majors: P5 (Seminar) Requirement
- Psychology PhD students: Graduate Seminar or Elective requirements

Motivating Questions

1. How do cognitive scientists define and measure procrastination?
2. What are some of the leading cognitive and motivational theories explaining why people put off tasks until later, even when there are clear costs to doing so?
3. What makes some people procrastinate more—or have a more negative experience of task-delay—than others?
4. How can we leverage current scientific understanding of procrastination to create tools that can help people overcome it?

Course Objectives

1. Students will gain a thorough understanding of several of the cognitive and motivational theories that can help to explain procrastination.
2. Students will be able to apply their knowledge about the mechanisms underlying procrastination to suggest a wide range of interventions that could help to reduce the incidence of procrastination in various populations.
3. Students will leave the course with a deep familiarity with current research on cognition more generally: they will be able to recognize and critique commonly used research methods, to assess the validity and reliability of experimental designs, and to interpret and judge the inferences and conclusions that other researchers lay out in their papers.

Course Organization

Class

Each two-hour class meeting will consist primarily of student-led presentations of one of the assigned readings, and discussion of the topics of those readings. Whether or not it is your day to present, please come to class prepared to actively participate!

Assignments

Note: more detail on each assignment listed below will be available on our Canvas site once the semester starts.

Response posts. Before each week's class, you will submit a short (300- to 500-word) response to one of the assigned readings. You'll post your response on our Canvas discussion board, which will allow you to preview what your classmates are thinking about the topic of the week. Your posts will also help your instructor and the week's student presenter get a sense for what everyone is thinking about the week's papers, including any common points of confusion.

Response posts should demonstrate a thorough reading of the week's papers, and should show that you are thinking carefully about the topics at hand. Although they don't need to be perfectly crafted examples of scientific prose, they should be clearly written, with appropriate attention to grammar, spelling, etc. (i.e., please read back through what you've written before posting it). Beyond that, the content and focus of your posts can vary quite widely. You might identify a connection between a theory or method discussed in the current paper and one used in another reading; you could lay out a theoretical or empirical question that the paper sparked in you; you could offer a substantive critique of a paper's methods or its interpretations of results; you could identify a real-world application for a theory or effect from the paper and discuss its possible implications. You might also choose to write a response to another student's response post, e.g., if someone else asks a question that you feel inspired to try to answer. You are not required to summarize the goals and findings of the paper you are writing about, but it's fine to do so if that helps to ground or inspire your discussion ideas or questions.

Each post is due 24h before class, starting with our second week of class. Posts are graded based on completion: each one submitted on time is worth 1 point. Posts made after the deadline but before class begins the following day are worth 0.5 points. There will be 12 weeks of presentations, but you aren't expected to submit a response-post in the week when you're presenting. Since response posts contribute a maximum of 10 points to your overall course grade, you may either skip one of the 11 response posts (the weeks other than when you're presenting), or submit two late posts for half credit, and still end up with the full 10 points for response posts.

Student paper presentations. Each student will briefly present a chosen empirical paper during one class period. Each topic on our syllabus has 1 or 2 present-able papers listed (these are the starred ones), but you are also welcome to suggest an alternative paper on the same topic. To swap in an alternative paper, please discuss your ideas with me at least 1 week before the class period in question.

Your job as presenter is to be our "resident expert" on the topic for this week, so while you can assume everyone has read the paper, your presentation should help to clarify any particularly tricky methods or results from the studies, and address any questions that your fellow students have. I'll be there to help you with this both as you prepare your presentation and during class, so ask as many questions as you need, and feel free to send me drafts of your slides.

Your 10- to 15-minute presentation should briefly cover the paper's important points and scientific value, recap the study's methods and results, and also offer a critical assessment of the work in the context of other course materials. Presentations should also include questions to spark our discussion. This means that even though you'll only be preparing up to 15 minutes' worth of material, you likely won't get to your final slide until at least 30 minutes into class.

Detailed requirements for the presentation will be discussed during the first class meeting, when we will also go over the list of topics and tentative schedule. Please have your calendars handy during our first class meeting to facilitate our creation of the schedule.

Group Projects: Course Design. You won't write a response post for our final class. Instead, you'll work with a small group of classmates to create a proposal for how a college lecture course might be adjusted to minimize/attenuate/cushion/otherwise mitigate the effects of procrastination among its students.

You may re-design the course in any way you like, as long as you can back up each suggestion with empirical evidence: that means that you could make changes to typical course timelines or deadline policies; you could adjust/add/remove penalties for late work; you could add or subtract certain types of assignments; or you could leave the course as it is and require other interventions designed to target procrastination separate from the course itself. It's okay if some of your suggestions haven't yet been tested in your exact classroom setting, but you should have some empirical or theoretical reason to expect they will work.

Your course design proposal should include at least one concrete intervention per group member: in most cases this will mean you're looking for 3-4 distinct suggestions.

Your group will have 15-20 minutes to present your course-design ideas to the rest of the class during our final course meeting. Your grade for this assignment will come from three components:

- The quality of the *content of your group's proposal*. A great proposal will be clearly organized, include empirical and theoretical back-up for their suggestions, and make measurable predictions for the effects they expect their interventions to produce. (This component will make up the bulk of your total project grade.)

- The quality of *your contribution to the presentation*. A great presentation will be well-practiced, clearly delivered, and engaging. (This component will make up a smaller portion of your total project grade.)
- The *contribution you made to your group*. This component will be measured by feedback from each member of your group on how work was divided across group members. You don't all need to be involved in every single piece of work your group did—that would defeat the “divide and conquer” nature of group projects! It's fine to divide up tasks based on each group member's unique strengths or interests. But I do expect everyone to contribute substantially to this project; if you leave your group members to do most of the work on their own, your score will be adjusted accordingly.

Final paper. The paper is an 8-page, in-depth review of one intervention that can be used to reduce procrastination.

The paper should: (1) review the theory or theories that explain *how* your chosen intervention works (i.e., What is the mechanism?); (2) describe the history and scope of the research on this intervention, either in laboratory studies or real-world contexts or both (i.e., In what contexts or domains has the intervention been used or tested, and are its effects consistent across all contexts? Does it work the same way across different populations? Does it interact with any individual difference measures, or with other cognitive effects?); (3) make suggestions for how understanding of this theory might allow people to influence their (or others') individual experiences of procrastination.

An **outline or abstract** of your final paper is due no later than 3 weeks before the paper itself (by April 15, our class meeting in Week 12 of the semester). The exact format and level of detail in the outline/abstract is up to you and what works best for your writing process; the idea is to make sure you have thought carefully about your topic well before you sit down to write the final paper. The outline will be worth 3 points out of the 30 allotted to the paper.

Once your outline/abstract is submitted, you will arrange a time to meet with me to discuss your ideas for the paper. This **brainstorming meeting** will take place before the end of April; the exact timing will depend on your personal writing process, and what level of feedback you're most interested in: bigger-picture questions about topic or scope will benefit from an earlier meeting; if you're set on the overall shape of your paper but would like more specific feedback about structure or formatting of the paper, it could work better for us to meet later. The brainstorming meeting will be worth 2 points out of the 30 allotted to the paper.

Students who are interested in writing a research proposal paper, or any other format of final paper that is around the same length and scope as the assignment described above, are heartily encouraged to do so. If you think you might like to write a different kind of paper, please come talk to me about your ideas as soon as possible, but no less than one week before the outline is due.

Detailed requirements and grading information for the paper will be posted on Canvas. Final papers are due via Canvas by **11:59pm on Wednesday, May 6**. If the dates of your other end-of-semester papers and exams would make it difficult to submit your paper by this date, please contact me at least two weeks beforehand to discuss an adjusted due date.

Grading

<u>Component</u>	<u>Points Available</u>
Participation:	20
Response posts:	10
Paper presentation:	20
Course Design Group Project:	20
Final Paper:	30
Total:	100

There is no extra credit for this course. For students who are on the border between grades, I will consider their contributions to discussions throughout the term to decide whether to bump them up to the next highest grade (e.g., a very high B+ could be bumped to an A-).

Class Policies

Class attendance

Participation is an essential component of this course and of your grade, and you are expected to attend each class. Each student may miss one class meeting, for any reason, without any penalty to their participation grade. Beyond that free miss, excused absences require a note from your doctor or advising dean, and unexcused absences will count against your participation grade (loss of 1 point per unexcused absence).

Late Work

Late papers are generally marked down by 10% per day, unless you have contacted me *before* the due date to discuss an extension. Overall, I would prefer to have you all do thoughtful work and learn something in the process, rather than dashing off incoherent ideas in order to make a deadline—so **if something comes up, please check in with me**. But please plan ahead; “I can’t finish the paper on time because I started it too late” is certainly an *on-theme* excuse for this course in particular, but it’s not a particularly *convincing* argument for an extension. If you have other papers and/or exams on the day of a major due date for this course, please let me know well in advance so we can figure out a solution together.

It’s generally not possible to offer extensions on student presentations, for obvious reasons. But if you know *at least* a week in advance that your scheduled day for presenting is going to pose some problems, please get in touch with me ASAP. With enough advance notice, we can often find another student willing to switch weeks, but we do need to know far enough out for that student to have enough time to prepare, and to warn everyone about the change in readings.

Academic Integrity

Academic honesty includes presenting only your own work in exams and assignments, and correctly attributing others’ ideas where appropriate. Taking credit for work that is not your own is a serious violation within the academic community, and anyone found to be cheating or plagiarizing in this class will be reported to the university. Detailed definitions and examples of academic dishonesty (and a rundown of the consequences) are available in Columbia’s Guide to Academic Integrity (<http://www.college.columbia.edu/academics/integrity>).

Course Policy on AI. Generative AI tools like ChatGPT and Bard can do a lot of heavy lifting in academic contexts. Such tools aren’t inherently good or bad—it’s all up to how you use them. To visualize our course policy, imagine AI as something like an e-bike: the electric motor removes most of the effort that would have been required of the cyclist in order to get them to their destination. If the goal is to get somewhere with the least exertion (and sweat) possible,

then the e-bike is a godsend. But if part of the goal in cycling was for the rider to get some exercise and build physical strength or endurance, then the e-bike works against those purposes.

To dismount from this tortured metaphor: the purpose of this seminar is not primarily to teach you content (get you to some destination); **our main goals are to give you experience in thinking critically, opportunities to examine and critique past research and theories, and practice expressing your own ideas both orally and in writing.** So: to the extent that AI can help you understand material, it can be useful—e.g., asking it to explain some of the statistical procedures or experimental design details in a paper you're reading. Another useful deployment of AI is to help with a literature review by acting as the first filter on a wide range of papers to help you narrow down which ones to read yourself. And if you find AI useful in helping to format or polish your presentations, that's fine too.

Our discussions for this course will dig into the details of each assigned paper, so you do need to read the papers themselves in order to be prepared for class. Do not rely on summaries of the papers (whatever their source)—please plan to set aside enough time each week to read each paper fully.

Ultimately, the ideas and words you share in class and in your written work for this course must all be either your own, or properly attributed to their source. The For reading responses, I want to know how each student is thinking about the papers we're reading that week; reading a dozen AI reactions to our papers is a waste of time and effort for both me and the week's student presenter, while giving us no guidance for how to direct our next discussion. In presentations, although you're welcome to seek AI help in the aesthetics of your slides, the words presented in them should be your own. And in your final paper, it's fine to get AI help with editing, but the ideas, wording, and thoughts on the page need to have been produced by you alone.

I assume you're all here because you're interested in the course topics and enthusiastic to learn as much as you can. But I know that in real life, stuff happens. I always prefer to deal with any issues before they get so bad that they become overwhelming, or so bad that a student feels that cheating or plagiarism is his or her best (or only) option. So please do come to me if you have any questions about how to properly cite a source or build upon others' ideas, or if you're feeling stressed out about the class workload (or about anything else). If you have an issue that you'd rather not talk about with me, you might consider speaking with your academic advisor or dean; with one of the Psych Department's other Directors of Undergraduate Studies; or with the counselors at Columbia's Counseling and Psychological Services (<http://health.columbia.edu/services/cps>).

Diversity & Inclusion

Every learning environment should accommodate a wide range of students' backgrounds, opinions, and identities. For seminars, it is even more crucial that everyone in the room feels able to freely express their thoughts, and is willing to respectfully listen to others'. This doesn't mean we all need to be perfectly aligned on everything—or even anything! In the area of our course discussions in particular, disagreement will challenge each of us to hone our own arguments, uncover our misconceptions, and expand our perspectives. But it's equally important to leave space for—and to learn from—non-academic forms of diversity, such as nationality, sex or gender, sexuality, race, class, religion, differences in ability, and many others. In the service of these goals, please let me know if any of the following is true:

- You have a name and/or set of pronouns that differ from those that appear in SSOL or on Canvas.
- Something that was said in class made you uncomfortable or unwelcome.

- Your ability to take part in our class is being affected by events or experiences outside of our class. Even if it's something I can't help with directly, I can try to connect you with resources or support on or off campus.

No one is ever finished learning about diverse perspectives and identities, me included. I'm very open to feedback; on this topic (and many others) you can teach me as much as, if not more than, I can teach you.

Accommodations

Students with specific needs who may require accommodations should make an appointment to see me as soon as possible, at least by the end of the second week of class. If you have not already done so, stop by the Office of Disability Services (ODS) on the 7th floor of Lerner Hall to register for support services. ODS often requires two weeks to process an application, so please contact them as soon as you can, preferably before the course begins.

Wellness

All of us at some point experience challenges to our mental health and well-being. This is true at any time, and has been even more so in the past couple of years. I urge you to take care of yourselves—and of each other. Please prioritize your mental health and wellbeing and know that there are many resources available to you both within our classroom community and throughout the university:

<https://health.columbia.edu/content/counseling-and-psychological-services>

<http://blogs.cuit.columbia.edu/nightline/>

<https://universitylife.columbia.edu/student-resources-directory#health>

<https://columbiavirtualcampus.com/>

Please reach out for help if you need it, and if you see others who are struggling, please point them toward these or other sources of help, or encourage them to talk to me or one of the other Directors of Undergraduate Studies in the Psychology Department.

List of Topics & Readings

Each class after the first week will be devoted to one topic related to procrastination. The exact order of topics is somewhat flexible if necessary: we can often shift our topics within each group to fall on weeks when it is more convenient for the student presenter.

We'll assign each student both a topic and a week to present during or shortly after our first class meeting. In some weeks we will have two student presenters—in these cases, you will each be presenting on one paper, on your own (i.e., it isn't a group project), but I'll put you in touch with the other presenter so that you can make sure there's not too much overlap between your presentations.

For this reason, please make sure you're consulting our Canvas Modules section, and not a static copy of this syllabus, for a final list of what you're reading each week. These final reading lists, with links to PDFs of all of the readings and the dates on which we'll cover each topic, will be available in Modules as soon as they are finalized.

There are **no required textbooks** for this course.

Notes on this reading list:

- **Articles listed with an asterisk/star are eligible for students to present.** If more than one article for one week is starred, the presenter(s) for that week may choose which paper they prefer to present.
- The page counts given for each article below are approximations of how many pages of reading each contains; roughly, this is the official page count minus the references and/or front matter.
- Articles listed without an asterisk/star are typically background readings, or they provide an alternate perspective on a topic.
- Everyone should *plan to read all articles listed* before each class meeting (both those starred and those unstarred), except for any labeled as “optional.”

Classes 1-2: Introduction

Week 1: Let's Get Started (What is Procrastination?)

- Klingsieck, K. B. (2013). Procrastination: When good things don't come to those who wait. *European psychologist*, 18(1): 24–34. (7pp)
- Wilson, B. A., & Nguyen, T. D. (2012). Belonging to tomorrow: An overview of procrastination. *International Journal of Psychological Studies*, 4(1), 211. (6pp)
- (optional: a nice examination of different “types” of procrastinator) Rebetz, M. M. L., Rochat, L., & Van der Linden, M. (2015). Cognitive, emotional, and motivational factors related to procrastination: A cluster analytic approach. *Personality and Individual Differences*, 76, 1-6. (5pp; optional)

Week 2: Why is It Hard to Initiate Tasks? (Self-Regulation)

- * Senécal, C., Koestner, R., & Vallerand, R. J. (1995). Self-regulation and academic procrastination. *The journal of social psychology*, 135(5), 607-619. (11pp)
- * Wolters, C. A. (2003). Understanding procrastination from a self-regulated learning perspective. *Journal of educational psychology*, 95(1), 179. (8pp)

Classes 3-7: Cognitive Theories of Procrastination

Week 3: Good Things Now, Bad Things Later (Temporal Discounting)

- * Olsen, R. A., Macaskill, A. C., & Hunt, M. J. (2018). A measure of delay discounting within the academic domain. *Journal of Behavioral Decision Making*, 31(4), 522-534. (12pp)
- * Zhang, P. Y., & Ma, W. J. (2024). Temporal discounting predicts procrastination in the real world. *Scientific reports*, 14(1), 14642. (8pp)

Week 4: The “Why” is Easier Than the “How” (Construal Level Theory)

- * Liberman, N., Trope, Y., McCrea, S. M., & Sherman, S. J. (2007). The effect of level of construal on the temporal distance of activity enactment. *Journal of Experimental Social Psychology*, 43(1), 143-149. (7pp)
- * McCrea, S. M., Liberman, N., Trope, Y., & Sherman, S. J. (2008). Construal level and procrastination. *Psychological science*, 19(12), 1308-1314. (6pp)
- Meng, D., Zhao, Y., Guo, J., Xu, H., Zhu, L., Fu, Y., ... & Mu, L. (2021). The relationship between bedtime procrastination, future time perspective, and self-control. *Current Psychology*, 1-10. (8pp)

Week 5: Future-Me Can Deal With It (The Future Self)

- Bartels, D. M., & Rips, L. J. (2010). Psychological connectedness and intertemporal choice. *Journal of Experimental Psychology: General*, 139(1), 49. (18pp)
- * Ersner-Hershfield, H., Garton, M. T., Ballard, K., Samanez-Larkin, G. R., & Knutson, B. (2009). Don't stop thinking about tomorrow: Individual differences in future self-continuity account for saving. *Judgment and Decision making*, 4(4), 280-286. (6pp)
- Sirois, F., & Pychyl, T. (2013). Procrastination and the priority of short-term mood regulation: Consequences for future self. *Social and personality psychology compass*, 7(2), 115-127. (10pp)

Week 6: I Want Something to Look Forward To (Anticipation/Savoring)

- Hardisty, D. J., & Weber, E. U. (2020). Impatience and savoring vs. dread: Asymmetries in anticipation explain consumer time preferences for positive vs. negative events. *Journal of Consumer Psychology*, 30(4), 598-613. (15pp)
- * Shu, S. B., & Gneezy, A. (2010). Procrastination of enjoyable experiences. *Journal of Marketing Research*, 47(5), 933-944. (11pp)

Week 7: I'm Sure I'll Have Time (Overconfidence & Planning Fallacy)

- Buehler, R., & Griffin, D. (2015). The planning fallacy: When plans lead to optimistic forecasts. In *The psychology of planning in organizations* (pp. 31-57). Routledge. (22pp)
- * Pychyl, T. A., Morin, R. W., & Salmon, B. R. (2000). Procrastination and the planning fallacy: An examination of the study habits of university students. *Journal of Social Behavior & Personality*, 15(5) 135-150. (14pp)

- (optional: very interesting but quite technical) Brunnermeier, M. K., Papakonstantinou, F., & Parker, J. A. (2017). Optimal time-inconsistent beliefs: Misplanning, procrastination, and commitment. *Management Science*, 63(5), 1318-1340. (19pp)

Classes 8-10: Trait & Personality Theories of Procrastination

Week 8: Don't Tell Me What to Do! (Reactance)

- * Malatincová, T. (2015). The mystery of “should”: Procrastination, delay, and reactance in academic settings. *Personality and Individual Differences*, 72, 52-58. (6pp)
- Rosenberg, B. D., & Siegel, J. T. (2018). A 50-year review of psychological reactance theory: Do not read this article. *Motivation Science*, 4(4), 281. (14pp)

Week 9: When ‘the Perfect’ is the Enemy of ‘the Timely’ (Perfectionism)

- * Smith, M. M., Sherry, S. B., Saklofske, D. H., & Mushqaush, A. R. (2017). Clarifying the perfectionism-procrastination relationship using a 7-day, 14-occasion daily diary study. *Personality and Individual Differences*, 112, 117-123. (6pp)
- (background) Sirois, F. M., Molnar, D. S., & Hirsch, J. K. (2017). A meta-analytic and conceptual update on the associations between procrastination and multidimensional perfectionism. *European Journal of Personality*, 31(2), 137-159. (19pp)
- (optional) Stöber, J., & Joormann, J. (2001). Worry, procrastination, and perfectionism: Differentiating amount of worry, pathological worry, anxiety, and depression. *Cognitive therapy and research*, 25, 49-60. (10pp; optional)

Week 10: I'm Sure to Screw This Up (Fear of Failure)

- Haghbin, M., McCaffrey, A., & Pychyl, T. A. (2012). The complexity of the relation between fear of failure and procrastination. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 30, 249-263. (13pp)
- * Kurtovic, A., Vrdoljak, G., & Idzanovic, A. (2019). Predicting procrastination: The role of academic achievement, self-efficacy and perfectionism. *International Journal of Educational Psychology: Ijep*, 8(1), 1-26. (17pp)

Week 11: The Movers vs. the Thinkers (Regulatory Mode Theory)

- * Choy, E. E. H., & Cheung, H. (2018). Time perspective, control, and affect mediate the relation between regulatory mode and procrastination. *PLoS One*, 13(12), e0207912. (11pp)
- (skim!) Kruglanski, A. W., Orehek, E., Higgins, E. T., Pierro, A., & Shalev, I. (2010). Modes of self-regulation: Assessment and locomotion as independent determinants in goal pursuit. *Handbook of personality and self-regulation*, 375-402. (21pp; skim!)
- * Pierro, A., Giacomantonio, M., Pica, G., Kruglanski, A. W., & Higgins, E. T. (2011). On the psychology of time in action: regulatory mode orientations and procrastination. *Journal of personality and social psychology*, 101(6), 1317. (14pp)

Classes 11-12: Clinical Diagnoses & Neurodiversity

Week 12: Avoiding What Feels Bad or Scary (Depression & Anxiety)

- * Aftab, S., Klibert, J., Holtzman, N., Qadeer, K., & Aftab, S. (2017). Schemas mediate the link between procrastination and depression: Results from the United States and Pakistan. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 35, 329-345. (14pp)
- Beutel, M. E., Klein, E. M., Aufenanger, S., Brähler, E., Dreier, M., Müller, K. W., ... & Wölfling, K. (2016). Procrastination, distress and life satisfaction across the age range—a German representative community study. *PLoS one*, 11(2), e0148054. (10pp)
- * Constantin, K., English, M. M., & Mazmanian, D. (2018). Anxiety, depression, and procrastination among students: Rumination plays a larger mediating role than worry. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 36, 15-27. (12pp)
- (optional) Hutchison, T. E., Penney, A. M., & Crompton, J. E. (2018). Procrastination and anxiety: exploring the contributions of multiple anxiety-related disorders. *Current Issues in Personality Psychology*, 6(2), 122-129. (6pp; optional)

Week 13: My Brain is Wired To Wait (ADHD)

- * Altgassen, M., Scheres, A., & Edel, M. A. (2019). Prospective memory (partially) mediates the link between ADHD symptoms and procrastination. *ADHD Attention Deficit and Hyperactivity Disorders*, 11, 59-71. (10pp)
- Choose one of the following 2 papers:
 - Netzer Turgeman, R., & Pollak, Y. (2023). Using the temporal motivation theory to explain the relation between ADHD and procrastination. *Australian Psychologist*, 58(6), 448-456. (7pp)
 - Niermann, H. C., & Scheres, A. (2014). The relation between procrastination and symptoms of attention-deficit hyperactivity disorder (ADHD) in undergraduate students. *International journal of methods in psychiatric research*, 23(4), 411-421. (9pp)
- (optional) Oguchi, M., Takahashi, T., Nitta, Y., & Kumano, H. (2023). Moderating effect of attention deficit hyperactivity disorder tendency on the relationship between delay discounting and procrastination in young adulthood. *Heliyon*, 9(4). (6pp)

Class 14: Student Presentations

Week 14: Group Project Presentations

Each of our small groups will have 15-20min to present their proposal for how to design/adjust a lecture course to help its students overcome / avoid procrastination. A list of interventions will be posted on Canvas, along with one empirical paper on each. Proposals may draw on these suggested interventions and/or other ideas, and each suggestion should be backed by either empirical research or theory.

See the [Assignments](#) section above for more information on the group presentations. A detailed assignment brief will be posted on Canvas mid-semester.

Reading assignment for this week:

- van Eerde, W., & Klingsieck, K. B. (2018). Overcoming procrastination? A meta-analysis of intervention studies. *Educational Research Review*, 25, 73-85.