

## “Self-regulation in Learning and Life: The Health Psychology Petri Dish”

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Self-regulation is a social-cognitive process at the intersection of metacognition, motivation, and behavior that encompasses how people conceptualize, strive for, and accomplish their goals. Whether these goals are academic achievement or optimal health and well-being, utilizing self-regulatory strategies is critically important. The way we teach has the potential to affect our students' abilities to become self-regulated learners who approach their work with self-reflection, strategic action, and motivation. However, *what* we teach can also provide a rich context for fostering self-regulated learning strategies and opportunities for mastery. Within the context of the health psychology course, students' goals of striving for good health and optimal well-being parallel their goals of academic success and achievement. By sharing examples from this course, I hope to demonstrate how the study of health psychology can lend itself to developing self-regulated, effective learning that promotes the cultivation of student success and the transfer of knowledge to life.

### Speaker Bio

Dr. Leslie D. Frazier is an Associate Professor of Psychology and the Director of Graduate Studies in the Department of Psychology, and has served as the Faculty Fellow in the Office to Advance Women, Equity and Diversity at Florida International University. She has a PhD in Life Span Developmental Psychology from Syracuse University and held an NIH/NIA Postdoctoral Fellowship at the University of California San Francisco Medical School.

A developmental health psychologist, Dr. Frazier is interested in the intersections among psychosocial factors and identity/sense of self within the contexts of health and chronic illness in emerging adulthood and later life. Dr. Frazier's research program focuses on stress and coping during life transitions to maximize mental and physical health outcomes. Of specific interest is understanding the processes associated with adjustment to living with chronic illness that lead to developing resilience and successful aging. More recently, Dr. Frazier has become interested in biopsychosocial and cultural factors that influence body image, disordered eating, and risk of developing eating disorders in young adults.

Dr. Frazier has authored more than 36 articles and book chapters, and her research has appeared in *Psychology and Aging*, *Journal of Gerontology: Psychological Sciences*, *The Gerontologist*, *Experimental Aging Research*, *Research on Aging*, *International Journal of Aging and Human Development*, *Basic and Applied Social Psychology*, *Eating and Weight Disorders*, *Journal of Behavioral Health*, *Eating Behaviors*, *Journal of Youth and Adolescence*, and *Journal of Applied Social Psychology*. Dr. Frazier was the recipient of a grant from the National Institute on Aging/National Institutes of Health. She holds professional membership with the American Psychological Association's Division of Adult Development and Aging and the Division of Health Psychology, the Southern Society for Philosophy and Psychology, and is also a member of the Association for Psychological Science.