I Screwed Up!
Resilience building advising techniques to help students effectively manage academic and personal setbacks

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Activity Workbook

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MARYLAND
How is resilience relevant to the practice of academic advising?

- Competitive Culture on today’s college campuses
- Increased neediness of students
- Decreased student ability to manage everyday life problems
- Fear of failure and avoidance of risks
- Strain on college counseling centers

Warm Up Questions

What are some indicators that a student is lacking resiliency skills?

Can students learn resiliency skills? If so, how?

Notes:
**Activity #1: College Student Setbacks and Losses**

Think about setbacks and losses college students experience in their academic and personal lives. List as many of these as you can in the chart below.

<table>
<thead>
<tr>
<th>SETBACKS AND LOSSES</th>
<th>STUDENTS</th>
<th>EXPERIENCE</th>
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<tbody>
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**Activity #2: Developing a Resiliency Plan**

Using one of the academic setbacks you listed in the previous activity complete this worksheet to develop a resiliency plan for this setback.

<table>
<thead>
<tr>
<th>DEVELOPING</th>
<th>A</th>
<th>RESILIENCY</th>
<th>PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can the student do to improve this situation?</td>
<td>How might this action or behavior impact their academic progress?</td>
<td>Which recommended action or behavior might require the easiest commitment for the student?</td>
<td>How and when will the student know that the action plan is working?</td>
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### Guiding students through the Academic Grieving Process

- **Denial**

- **Anger**

- **Bargaining**

- **Depression**

- **Acceptance**

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### Activity #3: Student Grieving Process

Practice responding to the student comments below. For each comment identify the stage of grieving the student is experiencing and then develop a resilience building response you might provide as the student’s academic advisor that acknowledges any failure/setbacks and corrects for inaccuracies.

<table>
<thead>
<tr>
<th>Student Comment/Statement</th>
<th>Identify Grieving Stage</th>
<th>Advisor Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know my GPA is a 2.3 but I'm going to medical school.</td>
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<tr>
<td>I was very close to the B. I needed in Calculus to be able to declare Engineering as my major. I still want to apply</td>
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<tr>
<td>My professor is the reason I didn't do well in my Biology class.</td>
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<tr>
<td>I thought I had completed all of my requirements to graduate. Everyone at this school is incompetent.</td>
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<tr>
<td>It's hopeless. I can't pass calculus and I am dropping out of college.</td>
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</table>
Activity #4: Failure Resume

Develop a list of the following:

- Accomplishments you did not achieve
- Honors and/or Awards you did not win
- Opportunities that passed you by
- Skills you didn’t develop

https://go.umd.edu/failureresume

Homework Assignment: Use the resume template to then design a “Failure Resume” that effectively acknowledges your setbacks and disappointments while normalizing failure. Use the example provided as a guide.

Example Failure Resume

Accomplishments not achieved:

- Didn’t become a corporate comic/humor speaker
- Didn’t complete a master’s degree in I/O Psychology

Honors not awarded:

- Didn’t graduate from college with Latin Honors
- Didn’t win a Global Partnership Staff Travel Grant

https://go.umd.edu/failureresume
Failure Resume

List below accomplishments not achieved:

List below honors or awards not won or earned:

List below opportunities that passed you by:

List below skills you weren’t able to develop:
Activity #5: B is for Better Do
Better Case Study

“B is for Better Do Better” Case Study

Miguel is a sophomore psychology major at Sigmund Freud University. He has a 4.0 GPA and doesn’t want anything to jeopardize this. He expresses to you an interest in neuroscience and you suggest the Neural Systems class as a potential course option for next semester. Miguel tells you he researched this course and the average grade appears to be only a B. “I don’t want a B on my transcript,” he states. “Are there any sure-fire A courses you would recommend?”

Exploratory Questions:
• How and why is this scenario relevant to resilience?
• What is preventing Miguel from registering for this course?
• What incentives might there be for Miguel to take this course?

Please write responses below:
Resiliency Building Tools

You learned how to........

Help a student develop a resiliency plan to effectively addressing an academic or personal setback

Utilize resiliency language/dialogue to guide students through the grievance process associated with academic and personal adversity

Develop a failure resume to normalize failure and reshape student perceptions of academic and personal setbacks
Tell us what you think at the link below:
https://go.umd.edu/iscrewedup