Areas of Current & Emerging Research

Resiliency

What are the characteristics of a resilient person?
1. They are resourceful and have good problem-solving skills.
2. They are more likely to seek help.
3. They hold the belief that they can do something that will help them to manage their feelings and to cope.
4. They have social support available to them.
5. They are connected with others, such as family or friends.


“Resilience is often a slow unfolding of understanding.” (Brown, pg. 45)

How does this sound in an advising appointment?
“I found out that I am not going to have the grades to get into pro-school for my major, but I processed this with my parents and discussed other possible majors and I want to talk with you about my options.”

Protective Factors

“How exactly does a student become more resilient? And how can schools most effectively capitalize on their power to promote resilience? The short answer is a student’s resilience is fostered when his or her internal and environmental protective factors are strengthened. These protective factors can buffer, ameliorate, and mitigate the effects of risk and stress, propelling the student to academic and life success.” (http://www.ascd.org/publications/educational-leadership/sept13/vol71/num01/Havens-of-Resilience.aspx)

The Resiliency Wheel

Nan Henderson’s Protective Factors can be developed or fostered by educators or advisors. These six factors help to promote resiliency in students’ lives.

Caring and support is highlighted because it is the single most important protective factor.
Advising Students on Developing Resiliency as a Strategy for Academic Success

Flourishing
“The people who work in positive psychology are the people with the highest well-being I have ever known. The content itself—happiness, flow, meaning, love, gratitude, accomplishment, growth, better relationships—constitutes human flourishing. Learning that you can have more of these things is life changing.” (Seligman, pg. 2)

“To flourish, an individual must have all of the ‘core features’ and three of the six ‘additional features.’” (Seligman, pg. 26)

<table>
<thead>
<tr>
<th>Core Features</th>
<th>Additional Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Emotions</td>
<td>Self-esteem</td>
</tr>
<tr>
<td>Engagement, Interest</td>
<td>Optimism</td>
</tr>
<tr>
<td>Meaning, Purpose</td>
<td>Resilience</td>
</tr>
<tr>
<td></td>
<td>Vitality</td>
</tr>
<tr>
<td></td>
<td>Self-Determination</td>
</tr>
<tr>
<td></td>
<td>Positive relationships</td>
</tr>
</tbody>
</table>

What Went Well? (Seligman, pg. 33)
Take a few minutes and write down three things that have gone well for you today and why they went well.
1.
2.
3.

Thriving
“Thriving college students not only are academically successful, they also experience a sense of community and a level of psychological well-being that contributes to their persistence to graduation and allows them to gain maximum benefit from being in college.” (www.thrivingincollege.org)

How does it sound in an advising appointment?
“I’ve decided to run for a student government position. I think I’m ready to take on the challenge. I think it’ll help me connect with different groups of people on campus, and get to know areas of the university outside of my major.”

Fixed vs. Growth Mindset
The Fixed Mindset: “Believing that your qualities are carved in stone.” (Dweck, pg.6)
The Growth Mindset: “...The belief that your basic qualities are things you can cultivate through your efforts...Everyone can change and grow through application and experience.” (Dweck, pg. 7)
How does it sound in an advising appointment?
“I can’t understand my chemistry professor. I was always really good at chemistry in high school, but it just isn’t clicking anymore. I think I’m going to withdraw from the class, as I’m pretty sure I’m going to fail anyway.” (Fixed Mindset)

“My chemistry class is really challenging. The subject always came easily to me in high school, but now it’s requiring a lot more time to grasp the concepts. It won’t be an easy class to pass, but I know I can do well if I increase my studying, use professor office hours and stay on top of the work.” (Growth Mindset)

Grit
“Grit is the tendency to sustain interest in and effort toward very long-term goals.” (https://sites.sas.upenn.edu/duckworth)

How does it sound in an advising appointment?
“The engineering curriculum is a lot more challenging than I expected. But, I’m going to take it one term at a time and stick with it. I know that engineering is the best field for me, and I’m committed to earning my engineering degree.”
Advising Students on Developing Resiliency as a Strategy for Academic Success

References


Media Clips
Positive Psychology- Dr. Martin Seligman TEDTalk
http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology

Flourishing- Dr. Martin Seligman, mini lecture
https://www.youtube.com/watch?v=weVPtrXMMx8

Mindset- Eduardo Briceno TEDTalk
http://www.youtube.com/watch?v=pN34FNbOKXc

Grit & Growth Mindest- Dr. Angela Duckworth TEDTalk (used in presentation)
http://www.pbs.org/wnet/ted-talks-education/speaker/dr-angela-lee-duckworth/

Empathy- Brene Brown (used in presentation)
http://brenebrown.com/2013/12/10/rsabear/

Famous Failures
http://www.youtube.com/watch?v=zLYECJjmnQs

Brain-Based Learning Model: Neuroplasticity- Dr. Don Elger
http://www.youtube.com/watch?v=VvZ-9ofM7Go
Advising Students on Developing Resiliency as a Strategy for Academic Success

A Study on Praise & Mindset, with Dr. Carol Dweck- Trevor Ragan
https://www.youtube.com/watch?v=NWv1VdDeoRY

The Learning Brain- The Learning Pod
https://www.youtube.com/watch?v=cgLYkV689s4

Your Brain on Stress & Anxiety- Dr. John Kenworthy
https://www.youtube.com/watch?v=gwIji6ghLIM

Your Body Language Shapes Who You Are- Dr. Amy Cuddy
https://www.youtube.com/watch?v=Ks_1Mh1QhMc

Rethinking Failure
http://www.upworthy.com/a-beautifully-refreshing-perspective-on-failure

Articles and Websites
Authentic Happiness Website
http://www.authentichappiness.sas.upenn.edu/Default.aspx

http://www.lifehack.org/articles/lifehack/5-great-questions-to-ask-yourself-after-a-failure.htm

NPR: Does Teaching Kids to Get ‘Gritty’ Help Them Get Ahead?

Henderson, N.  http://www.resiliency.com/

Resilience Project, Stanford University. https://undergrad.stanford.edu/resilience


Your Amazing Brain
http://www.youramazingbrain.org/brainchanges/stressbrain.htm

The Body Soul Connection: 5 Minute Stress Mastery
http://www.thebodysoulconnection.com/EducationCenter/fight.html

Purdue University: Cognition & Learning Lab
http://learninglab.psych.purdue.edu/news/

Will That Be On the Test?