Resilience Education and the First Year Experience

Annual Conference on the First Year Experience™
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San Antonio, TX

Presented by:

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  Pittsburgh, PA
LEAD Pittsburgh

- Community-based non-profit, founded in 2003
- Dedicated to de-stigmatizing depression
- 2008 – recognized concern around mental health issues on college campuses
- 2010 – focus shifted to prevention and resilience
National & Local Data

20% of students present with anxiety and/or depression
  – HERI, UCLA
  – Center for the Study of Collegiate Mental Health, Penn State

27 colleges/universities in the region with over 150,000 students
  – Education is a significant sector of the Pittsburgh region’s economy

30,000 students presenting with mental health issues
  – This is not a problem isolated to one institution but this is a community-wide (and nation-wide) problem
Research

• Research Council of the Institute of Medicine 2009 Report “Preventing Mental, Emotional & Behavioral Disorders Among Children and Young People”

  – Recommendation for 18 to 25 year old

  – Resilience & cognitive thinking skills are protective against development of anxiety and depression
Formulating a Plan

• LEAD Pittsburgh:
  – Invited colleges to come together as a working group to discuss resilience
  – Sponsored Spring and Fall Conferences in 2010
    • Invited national experts to present
  – Facilitated a work-group to delineate content for curriculum
  – Raised funds
  – Partnered with Melissa DeRosier and 3-C ISD to work with this group and develop the Student Curriculum on Resilience Education (SCoRE™)
  – SCoRE introduced on four campuses in Fall 2011!
Melissa E. DeRosier, PhD
Executive Director, 3-C ISD
SCoRE Curriculum Developer
What Is Resilience?

Ability to ...

• Weather ups and downs
• Keep on going
• Adapt to situations
• Maintain optimism/hope
• Create a reserve for yourself
Resilience does not mean you will not experience difficult situations, but you’ll be able to cope more effectively.

Resilience is helpful for managing both positive and negative situations.
What Is SCoRE?

- Designed collaboratively with college/university work group
- Structured Curriculum
- Designed specifically for college students
- Classroom-based and online instructional components
- Research-based best practices
SCoRE Objectives

Educational goals
• Learn about resilience, practice strategies for increasing resilience

Prevention focus
• Increase awareness, prevent serious problems, aid retention

Individualized
• Universally applicable with opportunities for self-exploration
SCoRE Logistics

Setting

• Classroom or small group clinical setting
  • FYE, Orientation class, wellness course, etc.

• Integrated online student engagement

• Online instructor training and implementation support

Self-directed online course coming in August!
Welcome, Jane!

This website provides everything schools need to administer SCoRE, including class materials, an instructor training course, and implementation tips. In addition, you’ll find resilience resources and program evaluation documents.

Take the training course now

Set up Classes
Select your students and organize them into classes.

Program Materials
Download or purchase class materials or view the virtual Instructor Manual.

Training Course
Take the instructor training course for continuing education credit.

FAQs
Browse tips on implementing SCORE.

Program Evaluation
Assess the impact of SCORE on your students.
Private Student Side

Welcome, Jeff

This website includes a variety of resources to complement your SCoRE class, including a virtual Student Course Book (to the left) and questionnaires to help you assess your resilience. In addition, you'll find reminders about upcoming assignments (to the right), hundreds of resilience-related links, your class schedule, and more.

Go to current at-home assignment

Want to learn more about SCoRE? Find out how SCoRE can help you build your resilience.

Need to contact your instructor? Send your instructor an email.

Looking for a questionnaire or interactive worksheet? Visit the Reports Center.

Want to download the course book? Download the course book as a PDF.

Questions about SCoRE? Find answers to your questions about the site or the program.

At-home assignments

- UNIT 2: College Stress Inventory
- UNIT 2: My Thinking Style
- UNIT 2: 3P Challenge
- UNIT 3: Social Connections Inventory
- UNIT 4: My Self-Care
- UNIT 4: Composite Scale of Morningness
- UNIT 5: Value Sort
Interactive Course Book

www.SCoREforCollege.org

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# My resilience Factors Questionnaire

<table>
<thead>
<tr>
<th>Social Connections</th>
<th>Not at all or Never true about me</th>
<th>Not really or Rarely true about me</th>
<th>Somewhat or Sometimes true about me</th>
<th>Very or Almost always true about me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have close, positive relationships with my family.</td>
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<tr>
<td>2. I’m happy with the quality of my friendships at college.</td>
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<tr>
<td>3. I’m an active member of an extracurricular school group or team at college.</td>
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<td>4. I volunteer my time to service in the community helping those less fortunate.</td>
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<tr>
<td>5. I feel socially connected to others at college.</td>
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<tr>
<td>6. I feel connected to something bigger than myself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Care:</td>
<td>Not at all or Never true about me</td>
<td>Not really or Rarely true about me</td>
<td>Somewhat or Sometimes true about me</td>
<td>Very or Almost always true about me</td>
</tr>
<tr>
<td>7. I exercise regularly (at least one time per week).</td>
<td></td>
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</tbody>
</table>
My resilience Factors
Personal Report

Overall

Level in each area

Details for each area
Online Report Center

Below you'll find online versions of each of the ten questionnaires in the ScOEre course. After completing each questionnaire, you'll receive a detailed, personalized, printable report summarizing your results. Please note that your questionnaire responses and results are confidential, only you can see them.

You may complete each of these questionnaires as many times as you like and review archived results to see how your resilience changes over time.

If you're completing the questionnaires as an at-home assignment, remember to bring a copy of your report to class with you.
Online Resource Center

Resources

Below you'll find hundreds of resources related to resilience. You can search by SCoRE unit, keyword, or category. These links will open in a new tab.

Search by relevant units:
- Unit 1
- Unit 2
- Unit 3
- Unit 4
- Unit 5
- ALL UNITS

or
Search by keyword:

- 8 Ways to Beat Stress
  These stress-busting tips from Discovery Health will help you lead a healthier, happier life.
  [Link]
- An Introvert in College – How to Survive and Even Thrive
  This article helps students deal with being an introvert in college.
  [Link]
- The Road to Resilience
  Explains how to develop and enhance resilience despite challenging life experiences.
  [Link]
- Learn to Mediate
  Tips and tricks on how to mediate to help lower stress levels.
  [Link]
- Learned Optimism Test
  Learned optimism test adapted from Dr. Martin Seligman's book Learned Optimism.
  [Link]
• Understanding what resilience is

• Examining my own level of resilience

• Examining how I react to stress
Areas of resilience

- Cognitive Style: how we explain our successes and failures, and our optimism about the future.
- Social Connections: our relationships with family, friends, and others who form our support network.
- Life Skills: the personal, social, and behavioral abilities we use to manage our lives.
- Self-Care: what we do to maintain our physical, mental, and emotional health.
My Responses to Stress Report

Six areas of stress reactions:
- How I take care of myself
- My social connectedness
- My emotional stability
- My physical health
- My ability to concentrate
- My cognitive style
• Different types of stressors

• Examining my level of stress

• Understanding strategies to cope with stress
Types of Stressors

**Daily Hassles**
Frustrating or irritating events that happen regularly

**Life Changes**
Significant turning points

**Traumatic Life Events**
Unpredictable, uncontrollable ordeals
## College Stress Inventory

How often do you currently experience stress related to these daily hassles?

<table>
<thead>
<tr>
<th>Academic:</th>
<th>Daily</th>
<th>Often/Several times a week</th>
<th>Rarely/1 or 2 times per week</th>
<th>Almost never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grades</td>
<td></td>
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<tr>
<td>2. Taking exams</td>
<td></td>
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<tr>
<td>3. Completing homework</td>
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<tr>
<td>4. Taking class notes</td>
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<tr>
<td>5. Participating in class discussions/giving oral presentations</td>
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<tr>
<td>6. Academic competition</td>
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<tr>
<td>7. Poor lectures</td>
<td></td>
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<td></td>
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<tr>
<td>8. Writing assignments</td>
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<tr>
<td>9. Reading assignments</td>
<td></td>
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<tr>
<td>10. Understanding lecture(s) or class materials</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>11. Meeting my own academic standards</td>
<td></td>
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<tr>
<td>12. Disliking college/classes/instructors</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>13. Studying</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social:</th>
<th>Daily</th>
<th>Often/Several times a week</th>
<th>Rarely/1 or 2 times per week</th>
<th>Almost never</th>
</tr>
</thead>
</table>
College Stress Inventory Report

Overall Stress Level

- My Overall Stress Level

Stress Level by Area

- Academic (25)
  - Academic tasks and achievement
- Social (18)
  - Social relations with others
- Time management (7)
  - Time pressures to accomplish various tasks
- Financial concerns (4)
  - Financial worries and needs
- Identity (11)
  - Re-identity within a
• Different types of social connections
• Examining my social connections and sources of social stress
• Understanding strategies to build social connections
Social Connections Inventory Report

My core support network provides:

Positive functions in support network

Negative functions in support network

Specifics for each member
Communication and Listening

Verbal communication:
What you say

Non-verbal communication:
How you say it

Listening:
Understanding what the other person is saying, thinking, feeling
Examining my self care in different areas

Avoiding health hazards

Understanding strategies to build social connections
Taking Care of Yourself

Self-care is your personal health maintenance

Physical
- how you take care of your body
  - Get proper nutrition
  - Exercise
  - Rest
  - Avoid drugs
  - Get regular checkups
  - Pamper yourself

Mental
- how you take care of your thoughts
  - Be nice to yourself
  - Have a positive attitude
  - Trust your instincts
  - Plan for the future
  - Take breaks
  - Accept help

Emotional
- how you take care of your feelings
  - Relax
  - Have fun
  - Help others
  - Attend to your personal needs
  - Spend time with loved ones
  - Do what you enjoy

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Substance Abuse Statistics

- Average student who has 1 drink/day earns C-level GPA
- Alcohol abuse accounts for 1/3 of college dropouts
- Over 1/2 of car accidents involving young people are due to alcohol and other drugs
Exercising my values, goals, & role models

Setting SMART goals

Review & resilience Action Plan
Value Sort Report

- Highlights your values in 4 areas: Personal, Social, Professional & Life
- Use for setting goals
Pilot Study Fall 2011

Four Colleges & Universities participated:
1. Robert Morris University (Moon Township, PA)
2. Chatham University (Pittsburgh, PA)
3. Carlow University (Pittsburgh, PA)
4. California University of Pennsylvania (California, PA)

181 students participated in the research:
Pilot Study Fall 2011

Program evaluations show SCoRE provides significant benefits to students:

- **They gain knowledge.**
  After participating in SCoRE, students demonstrate a significant increase in their knowledge of resilience, including strategies to deal with stress.

- **They learn to manage stress.**
  Students who take the SCoRE course report stable levels of stress throughout their first semester, which is particularly noteworthy given research shows the stress level of college students typically escalates during this time.

- **They use resilience strategies.**
  The majority of students who participate in SCoRE report greater use of the resilience strategies taught in the curriculum, including working to improve their social relationships and trying to balance their personal and academic lives.

- **75%**
  Am aware of how I react to stress

- **73%**
  Monitor daily hassles that increase my stress level

- **73%**
  Take purposeful breaks

- **71%**
  Work to improve social relationships

- **71%**
  Work on building my communication and listening skills

- **70%**
  Pay attention to my strengths and values when making choices or setting goals
Sample Student Comments:

“I am better able to handle daily stressors by thinking in different ways and taking purposeful breaks.”

“I struggle with anxiety and procrastination; through the SCoRE program I have learned to manage my time more wisely and lower my stress level.”

“It changed my view on stress—now, instead of viewing stress negatively, I see it as an indicator that I need to change my habits into more efficient work methods.”
Sample Instructor Comments:

“SCoRE focuses on important aspects of resilience that our students need to learn. Many SCoRE students identified stress and time-management strategies, self-esteem, and overcoming personal issues as being particularly meaningful topics for them.”
— Mary Ann Salotti, PhD, Professor, California University of Pennsylvania

“We were very impressed with the quality of the SCoRE materials. As the primary instructor for the SCoRE curriculum, I really appreciated the instructor manual and the website training. Overall, we really enjoyed SCoRE and believe it benefited our students.”
— Randon Willard, MA, Academic, Personal, and Crisis Counselor, Robert Morris University
### Admin Report Center

#### Demographics

In total, 136 students were studied during the semester:

- Section 001: 19 students
- Section 002: 24 students
- Section 003: 17 students

Of those 136 students, 79

#### What Stressors Are

Figures 5 and 6 provide insight into the types of stress experienced during the past academic year. Figure 6 summarizes the frequency of stress experienced both almost always and rarely.

<table>
<thead>
<tr>
<th>Stressor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost Never</td>
<td>27.33%</td>
</tr>
<tr>
<td>Frequently</td>
<td>23.33%</td>
</tr>
<tr>
<td>Occasionally</td>
<td>13.33%</td>
</tr>
<tr>
<td>Rarely</td>
<td>13.33%</td>
</tr>
<tr>
<td>Never</td>
<td>20%</td>
</tr>
</tbody>
</table>

#### What Are Your Students’ Resilience Strategies?

Figure 8 illustrates students’ resilience strategies across four categories: Cognitive style, Life skills, Social connections, and Self-Care. Figure 9 further examines the Self-Care category by showing the frequency with which students engage in self-care behaviors aimed at boosting physical, emotional, and mental well-being.

![Figure 8. Resilience Strategies](image)

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Top 10 Overall Strategies:
- Completing homework
- Meeting their own academic goals
- Studying
- Procrastination
- Volunteering

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• Chatham College for Women  
  Founded 1869  
• 903 Undergraduate Women  
• 22% Students of Color  
• 15% International Students  
• Liberal Arts Curriculum  
• Highly residential  
  (2 yr. requirement)  
• “Selective”  
• Faculty to Student Ratio  
  1:10
The FYE Course at Chatham

- First iteration in recent years
- 137 students Fall semester of 2011
- 6 sections instructed by student affairs professionals (Masters Level)
- 1 hour course – met for 50 minutes per week
FYE Course Objectives

Objectives:

• To assist students with their transition into college, and to help them adjust and have a healthy balance between academics and campus life.

• To help students view higher education as a shared responsibility for learning, growing and developing, and to investigate issues faced by college students.

• To help students develop more effective strategies for academic success as well as gain knowledge about programs designed to enrich a student’s academic experience.
FYE Course Objectives

Objectives:

• To provide individual and group growth experiences, especially in the areas of service learning and ethical citizenship, that encourage and increase the awareness of self, community, values, ethics and diversity.

• To help students improve communication skills through a variety of reading, writing, speaking, and sharing activities that they use for recording and reflecting reactions.

• To expose students to Chatham University history, campus and community resources, and opportunities for involvement.

• To build a small support group for students that is facilitated by a Student Affairs staff person in which students feel comfortable sharing ideas and feelings and receive encouragement in their academic and co-curricular activities.
Some General Themes for FYE

- Time Management
- Involvement/Engagement
- Personal Wellness
- Stress Management
- Alcohol
- Values Clarification
- Role Modeling
- Communication Skills
- Goal Setting
Teaching Tools

• Resiliency = Retention
• Staff Training
• Personalized Feedback
• Appropriate Sophistication
• Involvement/Engagement
• Alcohol
• Task Management via Website
Some Impressions from Students...

“I had to use a lot of resiliency while dealing with a certain classmate...If I weren’t able to let go, I would still be harboring a grudge, and that is unhealthy.”
Some Impressions from Students...

“The resiliency factor that is ‘social connections’ has probably been the most difficult hurdle for me to overcome, but was also perhaps one of the most beneficial to embrace.”
Some Impressions from Students...

“Throughout this first semester, we talked a lot about resilience. I honestly had no clue what “resilience” meant and didn’t really see the big deal in learning about it. I’m glad I did because I found out that resilience is actually really important, and it made a huge impact on my first-semester experience. It amazes me how this one simple word can impact so many parts of my life.”
Questions?
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