


The value of teaching resilience and resourcefulness in the context of an academic course



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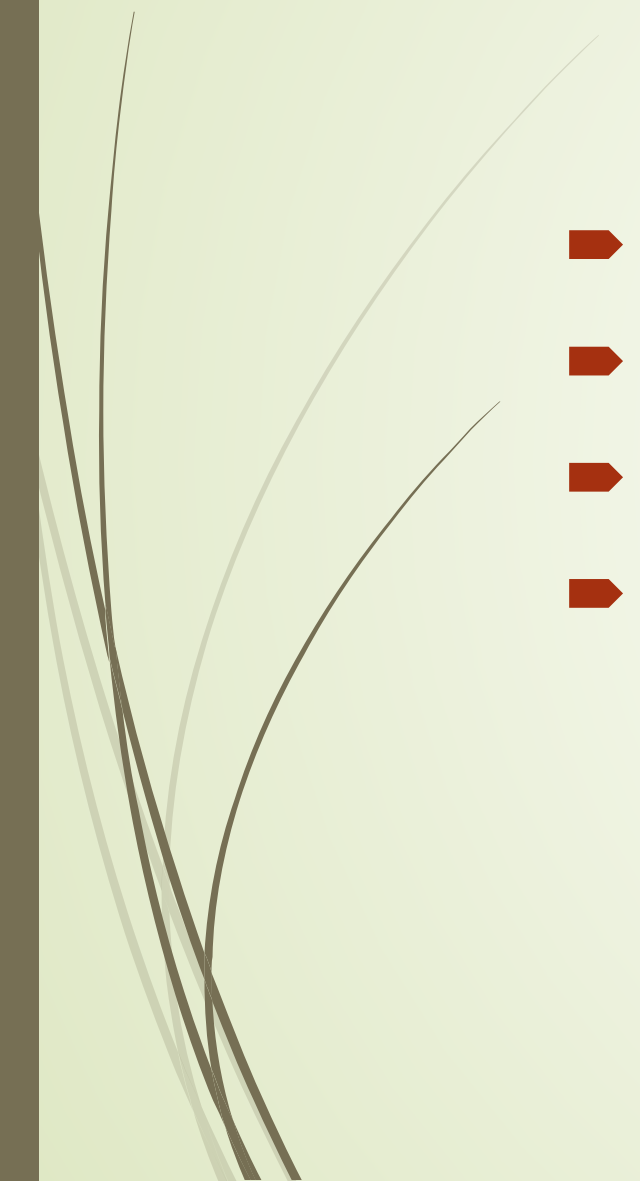
Students Are Stressed

- ▶ 39% young adults are stressed (APA, 2014)
- ▶ Almost half the students who sought help did so due to anxiety (Novotney, 2014)
- ▶ Few know how to deal with stress (APA, 2014)
- ▶ Mental health issues on the rise in colleges (APA, 2014; Novotney, 2014)

Is this a new problem or are there simply new expectations?



Why so stressed?

- Maybe more with mental illness enter
 - Maybe they have lower social and coping skills
 - Maybe universities are changing in approach
 - Maybe the student body is changing
- 



Traditional Graduate Attributes

- 
- Knowledge base
 - Problem solving
 - Analytical ability
 - Information literacy skills
 - Communication skills
 - Team work ability
 - Creative thinking
 - Ethics
 - Professional skills
 - Project management skill



What's Missing?



Resilience

Coping with life's challenges

General problem solving beyond academics

Understand that success takes effort

Compassion to self and others

Life needs balance



Traditional and Non-traditional students

- Where did non-traditional students come from?




Non-Traditional Students

How are they different?

- Lower socioeconomic status
- Disabilities
- First generation
- Employed
- Older
- Language

Make up significant numbers students today



What do we know about non-traditional students Experience


- Preparedness (Reed et al, 2006, Vogel et al, 2007; Woodson-Day et al, 2011; Zafft, 2008)
- University adaptation (Collier & Morgan, 2008; Reed 2016)
 - Say they don't fit in (don't understand how to access service)
 - Misinterpret requirements



The needs of non-traditional students (Reed and Kennett, 2016)

- ▶ May be less resourceful
- ▶ May be less resilient
- ▶ May be less able to balance multiple roles

IN SUMMARY MAY ABE MORE STRESSED



Resourcefulness

Rosenbaum (1990)

Those who are resourceful

- Problem solvers
- Positive self statements
- Delay gratification
- Know change takes effort

Called academic resourcefulness when applied to learning



Academic Resourcefulness

- the ability to set goals,
- problem solve effectively (plan and evaluate alternatives),
- think positively about academic challenges,
- draw resources such as syllabus, students services and the library to meet academic challenges,
- structure learning through appropriate study techniques and apply self-consequences (self-reward) for learning

(Kennett & Reed 2009).


- related to higher grade attainment and persistence (Kennett & Reed 2009)
- low and high academic resourcefulness students experience similar levels of stress, but high resourcefulness are more successful (Akgun and Ciarrochi, 2003)



Resourcefulness outcomes

High resourceful

- Less prone to helplessness (Rosenbaum & Ben Ari, 1985)
- Use more problem solving strategies, less avoidance (Akgun, 2004)
- Less affected by academic stress (Akgun & Ciarochi, 2003; Leung & He, 2010; Kennett & Pettis, 2001)
- Higher persistence at school (Kennett & Reed, 2009)



Resourcefulness in learning: Managing Multiple Roles

- ▶ Reasons students go to university reflect their circumstance and affect their attributions for failure (Kennet, Reed, & Stuart, 2013; Reed, Kennett & Emmond, 2016)
- ▶ Perceived ability to balance academic and non-academic activities was associated with higher levels of academic self-efficacy and academic resourcefulness (Reed & Kennett, under review)



Resilience

The resistance to and the recovery from stressful events such as failure

Those who are not resilient are more anxious and depressed (Wagnild, 2009).

High resilience is related to better engagement (Martin, 2013)



Why put resourcefulness and Resilience skills into an academic course?

- 1.They can be taught!
- 2.Students pay attention when their professors say it



Programs that might assist with non-traditional attributes

Reed & Kennett (2009); Kennett & Reed (2009)

academic course included academic resourcefulness skills

- ▶ the ability to set goals,
- ▶ problem solve effectively (plan and evaluate alternatives),
- ▶ think positively about academic challenges,
- ▶ draw resources such as syllabus, students services and the library to meet academic challenges,
- ▶ structure learning through appropriate study techniques and apply self-consequences (self-reward) for learning



We measured Pre and Post Course

- ▶ general and academic resourcefulness,
- ▶ academic self-efficacy,
- ▶ explanatory style for failure,
- ▶ anxiety,
- ▶ impulsivity,
- ▶ Inattentiveness and hyperactivity


Collected Grades and Persistence data



Programs that might assist with non-traditional attributes

Kennett and Reed (2009)

- ▶ First year course that included resourcefulness skills showed
 - ▶ Students most disadvantaged at outset gained most (less anxiety, more attentiveness, higher self-efficacy, less pessimism about failure)
 - ▶ Students with most improvements in academic resourcefulness attained highest grades
 - ▶ Students who dropped out had impoverished academic and general resourcefulness skills



We added students with disabilities to the class

Reed et al. 2011

- ▶ Students entering university with and without disabilities had similar challenges and both groups increased attentiveness and resourcefulness
- ▶ Students with disabilities experienced greater gains in self-efficacy relative to their non-disabled peers



Continued

Reed et al. (2009)

Relative to other students with disabilities, those that take a preparation course that focuses on resourcefulness

- ▶ improvements in academic self-efficacy and academic resourcefulness for students in the course- and high-intervention groups.
- ▶ the course-intervention group also showed decreases in their failure attributions to bad luck and increases in their general repertoire of learned resourcefulness skills in comparison to the high-intervention group
- ▶ had significantly higher year-end GPAs in comparison to the low-intervention group



Creating in Class activities for Today's non-traditional students

► Activities that result in skill development

Resilience

Coping with life's challenges

General problem solving beyond academics

Understand that success takes effort

Compassion to self and others

Life needs balance