

► OUTLINE

- Week 2 Pre-practical work (15)
- Your resilient person discussion (20)
- Stressors etc (30, 20)
- Course components (15)

► OBJECTIVES:

- Develop knowledge regarding nature of stress
- Develop knowledge regarding skills to manage your academic and work activities/performance and your time, so as to minimise dysfunctional stress and foster peak performance

Science of Student Success

WEEK 2

SCIF0007





Stress, and

resilience

strategies

Pre-practical assessment

Have you:

- ▶ Posted your “resilient person” homework 
 - ▶ Posted your Reivich “strategies” homework. 
 - ▶ Brought along copies of your homework 
 - ▶ Studied for a quiz on the Burton reading 
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Quiz

Discussion of Readings/Activities

(10 min)

In your group of 2 or 3, please discuss (for 5 min) the Reivich et al. (2011) reading:

1. What did you find particularly useful?
2. What did you find lacking/annoying?
3. How might you go about evaluating the effectiveness of such a program?
4. Decide on one question or comment to feed back to the class.

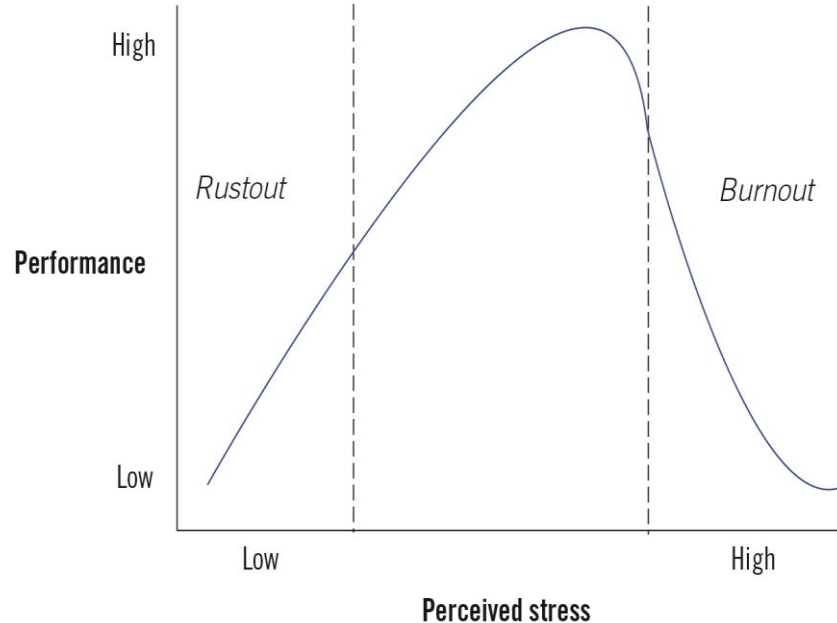
Feed-back one question/comment to class [5 min]

Your Resilient Person (20 mins)

- ▶ In small groups, share your description of a resilient person, and what makes that person resilient (1-2 mins each, 10 mins total)
 - ▶ As a group, vote on which was the best example of resilience (based on the discussions of resilience that we had last week) (2 min)
 - ▶ Each group will share their “best example” with the class (1 min), and suggest why they thought it was the best.
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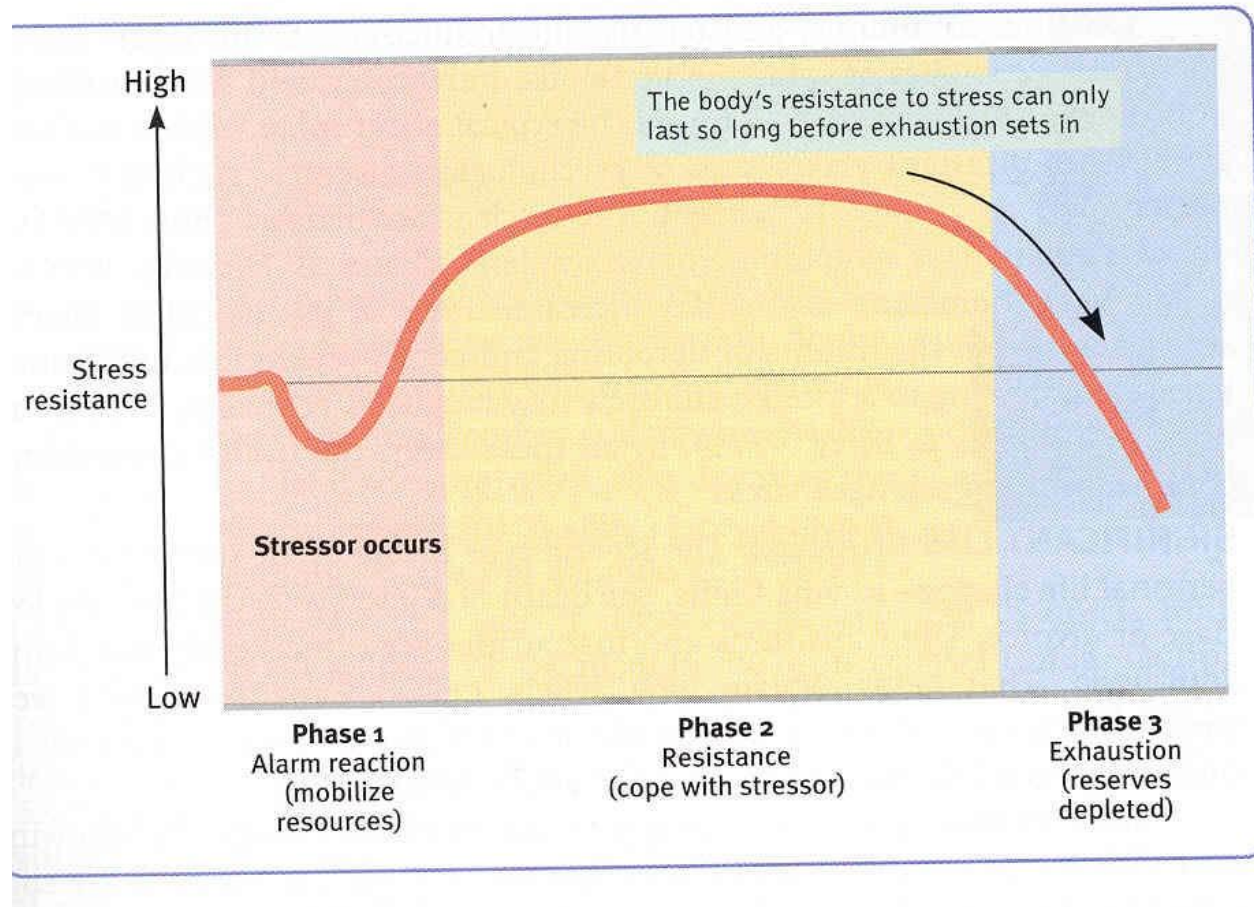
Stress or Distress? Sometimes, the choice is yours.

Stress can be functional or dysfunctional (distress)

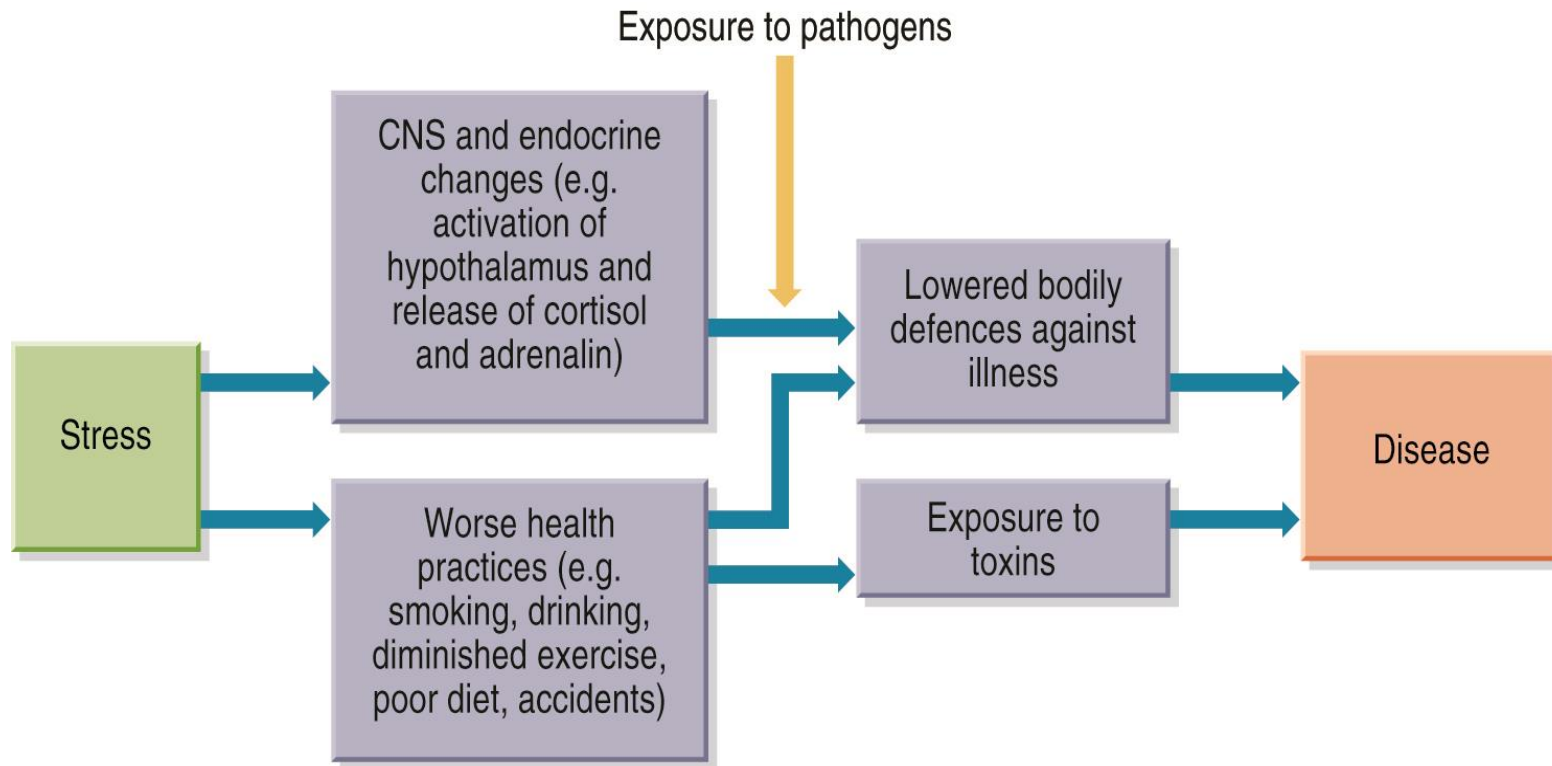


Yerkes-Dodson Curve: relationship between performance and perceived stress (Yerkes & Dodson, 1908).

- ▶ Intense pressure of university
- ▶ Students need to develop their ability to manage their stress and to flourish under pressure, to cope with this.
- ▶ Stress can be functional or dysfunctional, depending on the **level** and **nature** of the stress, and how you **perceive** the stressor.

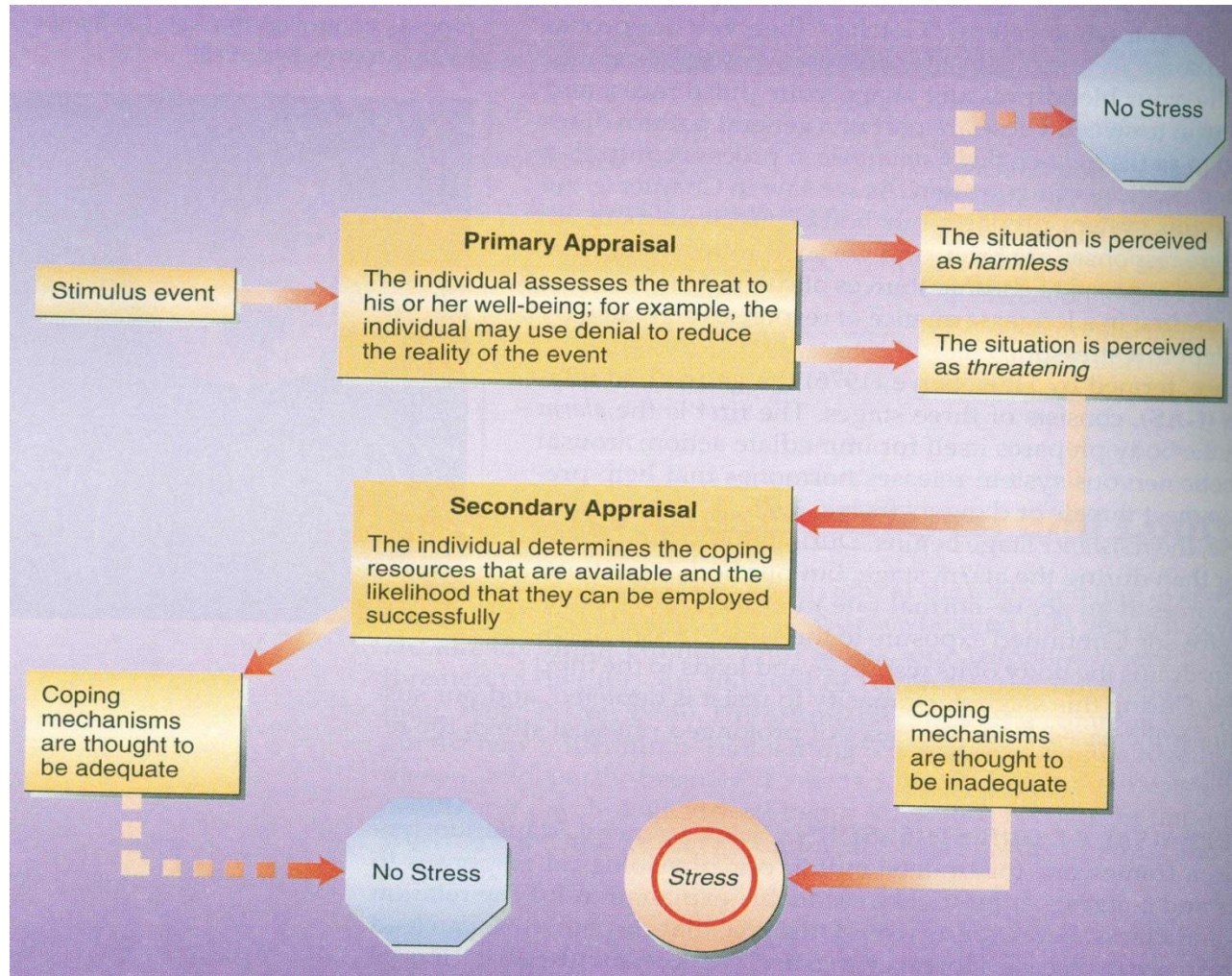


Another “curve”: Selye’s General Adaptation Syndrome [GAD](from Myers, 2005) - Alarm-Resistance-Exhaustion

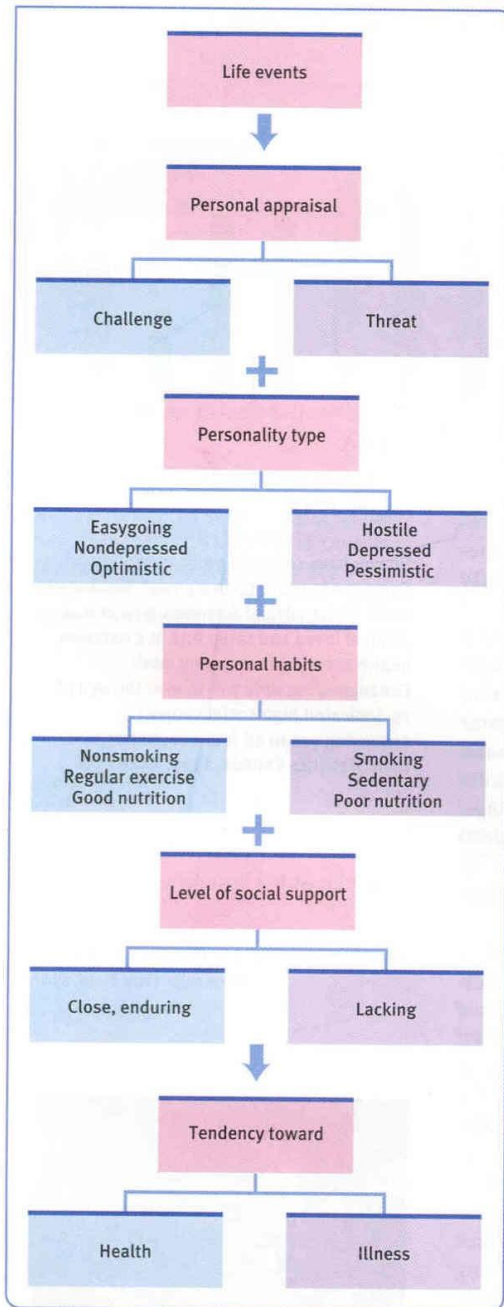


Stress can increase likelihood of illness due to encouraging poor health practices and lowering immune function

From Burton et al., 2009



Myers, 2005—based on Lazarus's work. Your appraisal of the situation and your ability to cope determines whether stress is experienced



From Myers, 2005
...of course, these levels interact...

Managing stressors

- ▶ A stressor calls on us to use some of our personal resources (physical, emotional, cognitive, behavioural) to respond to it with either:
 - **action**, for example, to meet pressures to **perform and deliver**, or to **avert threats**
 - **emotional/cognitive adjustment**, for example, to accommodate interpersonal, intellectual and/or emotional blocks, frustrations, setbacks and losses.

Distinguish:

- ▶ **External stressors:** can they be modified (eg drop low priority commitments) or not (eg assessment deadline)?
- ▶ **Internal stressors:** result from translating external demands into internal pressures that we place on ourselves (eg, the goals and standards we set for ourselves in performing a task)

(adapted from Heslin, 2014 p. 10)

Determinants of Dysfunctional Stress

Lazarus (2010): Whether we experience dysfunctional stress (distress) depends on:

- **perception** of the stressors we encounter - whether we see them as modifiable and/or our responsibility.
- **personal resources** e.g., self-efficacy. If we are exhausted, an additional minor demand on us can be the last straw [note: GAD].
- **external resources** (e.g., time, equipment, **peer support**, academic guidance) to cope with the stressor.

Stressors lead to dysfunctional stress when:

- our personal and external resources are inadequate to cope with the stressors being encountered.
- stressors are perceived as **permanent** e.g., “It will never change”; **pervasive** e.g., “It happens across virtually all realms of my life”; and **personal** e.g., “It’s due to my inadequacies” (Seligman, 2011)

Stressors Exercise (30 mins)

- ▶ What are the stressors that impact on student success and well-being:
 - ▶ At high school
 - ▶ In first year university

Half of the class should consider the issues and difficulties faced by high school students, half of the class should consider the stressors faced by first-year university students

- Spend 10 minutes in your group brainstorming the key stressors in your context

Role play

- ▶ You are now role-playing a student complaining about the stressors that s/he faces in a given context
- ▶ Find someone who represents the context other than yours
- ▶ Spend 5 minutes (2 min each) having a whine about the stressors you each face
- ▶ Notice which ones are the same and which are different
- ▶ *Don't try to “solve” problems, just identify stressors

Class Discussion

- ▶ What are the key stressors faced by a first-year university student?
- ▶ How are these different from those faced at high school?
- ▶ Self-Reflection: How can you apply the approaches that have helped you previously, to the challenges you face now (and to help others)?

Homework Task 1 for Week 2

What do I do every day to help me cope effectively with the typical stressors in my life?

Thinking about the biggest challenges you have overcome in your life, what strategies did you use to overcome them?

Which strategies were most successful? Which were least successful?

[No other student will see this, but if you would prefer to think of friends/family instead of yourself, that is OK]

► Please submit your response on Moodle (under Week 2)

Examples of everyday things that can help build your capacity to deal with stressors:

- ▶ Exercise
 - ▶ Sleep
 - ▶ Meditation
 - ▶ Nutrition
 - ▶ Study skills
 - ▶ Focus on strengths....
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APA Road to Resilience

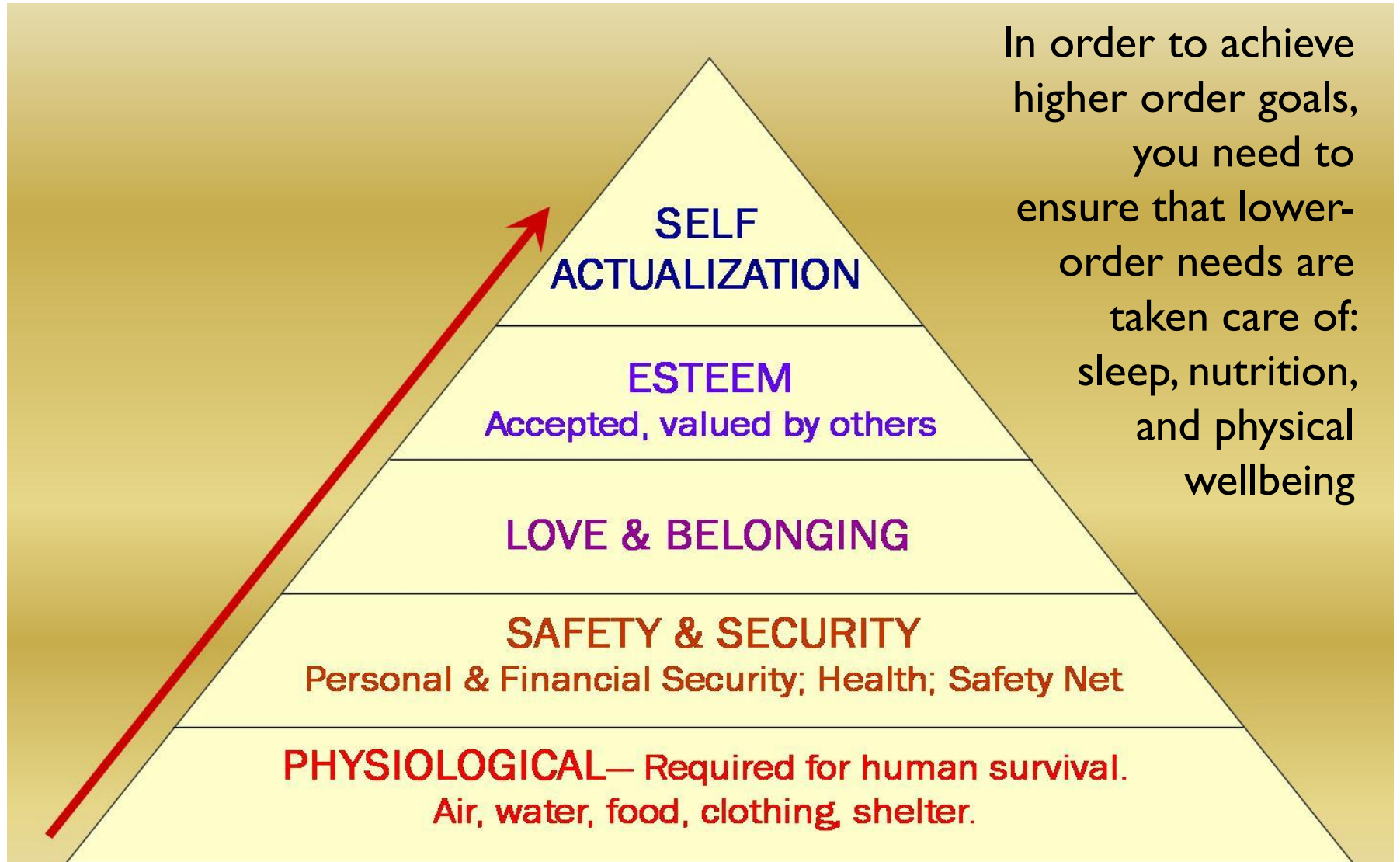
- ▶ <http://www.apa.org/helpcenter/road-resilience.aspx>
 - ▶ Resilience is ordinary, not extraordinary
 - ▶ Thus most people show resilience
 - ▶ Resilience involves maintaining **flexibility** and **balance** in your life as you deal with stressful circumstances and traumatic events, by:
 - ▶ Letting yourself experience strong emotions, yet be aware of when to avoid experiencing them in order to continue functioning
 - ▶ Stepping forward and taking action to deal with your problems, yet also stepping back to rest and reenergise yourself
 - ▶ Spending time with family and friends to gain support and encouragement
 - ▶ Nurturing yourself
 - ▶ Knowing when to seek help
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Goals: Motivating yourself

- ▶ “Research has consistently revealed that adopting **approach** goals (e.g., a positively framed goal of what you want to achieve, like mastering academic course content, or earning at least a Credit in your studies) leads to better learning, academic results, and enjoyment (Diseth, 2011) – as well as less anxiety (Eum & Rice, 2011) – than adopting **avoidance** goals (e.g., goals to avoid what you do not want, such as to feel stupid or earn *anything less than a credit* in your studies)”.
 - ▶ (from Heslin, 2014, p. 11)
 - ▶ NB: Goals in Week 5
 - ▶ NB Values...

[We will continue these “stress” themes in Week 6—academic competencies, including time-management, and Weeks 9/10—managing your mindset]

Maslow's Hierarchy of Needs



Your values (Harris, 2013)

- ▶ “Deep down inside, what is important to you? What do you want your life to stand for? What sort of qualities do you want to cultivate as a person? How do you want to be in your relationships with others?”
- ▶ Values are principles regarding the way we want to interact with and relate to the world, other people, and ourselves.
- ▶ They are **inner standards** which **guide and motivate** us to **behave** in certain ways, and by which we **judge** behaviour (own and others)
- ▶ Values reflect what is important and worthwhile, what you want to do, and how you want to do it, with regards to yourself, your friends, family, environment and work.
- ▶ Values reflect who we want to be in the world
- ▶ Values are not rules, they are **qualities we choose freely**.
- ▶ Values are about *my* behaviour not what I want to get from others.

What are my values (2 mins)

- ▶ Looking at the list of values, identify your top 5 values
 - ▶ Indicate how important each one is:
 - ▶ Imagine you had \$100 to “spend” on your values to ensure that you “bought” them
 - ▶ Allocate this \$100 across your top 5 values
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Values

Abundance	Elegance	Industry	Sensitivity
Acceptance	Encouragement	Integrity	Service
Accomplishment	Enthusiasm	Intimacy	Sincerity
Achievement	Equality	Joy	Skillfulness
Adventure	Excellence	Kindness	Space
Assertiveness	Excitement	Love	Spirituality
Authenticity	Fairness	Loyalty	Success
Beauty	Faith	Mindfulness	Supportiveness
Caring	Family	Openess	Tolerance
Caution	Fitness	Optimism	Tradition
Challenge	Flexibility	Orderliness	Trust
Commitment	Focus	Originality	Truth
Community	Forgiveness	Participation	Understanding
Compassion	Frankness	Patience	Vitality
Compromise	Free spirit	Peace	Zest
Connection	Freedom	Persistance	Security
Contribution	Friendship	Pleasure	Self-expression
Creativity	Gratitude	Realism	Humour
Curiosity	Growth	Reliability	Independence
Dedication	Harmony	Resilience	Duty
Dependability	Honesty	Respect	Effort
Dignity	Humanity	Responsibility	
Diversity	Humility	Risk taking	

What are my values (2 mins)

Think about:

- ▶ What values drive my behaviour? Is my behaviour consistent with my values? Can I think about a **decision** I have made that reflects my values?
 - ▶ Where do my values come from?
 - ▶ Do I hold values that are not reflected in my behaviour? Am I able to do anything about that?
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Differences between goals and values

- ▶ Values are not the same as goals - **values** are like the direction we move in, whereas goals are what we want to achieve along the way
 - ▶ **Goals** can be achieved or 'crossed off', whereas values are ongoing
 - ▶ Value - being a loving, caring, supportive partner
 - ▶ Aligned Goal - to get married
 - ▶ Value – to fully apply yourself at work and be the best X you can
 - ▶ Aligned Goal – to get a good job
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Goals and values

Thinking about what you value in different areas can help you to develop specific value-aligned goals (NB Self-development assignment):

1. **Family relations:** What sort of brother/sister, son/daughter, uncle/aunt do you want to be? What sort of relationships would you like to build?

2. **Intimate relations:** What sort of partner would you like to be in an intimate relationship? What sort of relationship would you like to build?

3. **Friendships:** If you could be the best friend possible, how would you behave towards your friends? What sort of friendships would you like to build?

4. **Career:** What do you value in your work? What would make it more meaningful? What kind of worker would you like to be?

5. **Education/personal growth:** What do you value about learning or personal growth? What new skills would you like to learn? What knowledge would you like to gain? What sort of student would you like to be? What personal qualities would you like to apply?

6. **Recreation:** What sorts of sports, or leisure activities do you enjoy? How do you relax and unwind? How do you have fun? What sorts of activities would you like to do?

7. **Citizenship/community** life. How would you like to contribute to your community or environment? What sort of environments would you like to create at home, and at work?

8. **Health:** What are your values related to maintaining your physical well-being? How do you want to look after your health?

Surveys

- ▶ A series of Wellbeing and Resilience measures are available through Moodle.
 - ▶ Please complete these BEFORE your Week 3 class, as we will be discussing them then and throughout the semester
 - ▶ Compulsory to complete (part of Pre-practical Activities mark)
 - ▶ WILL be CONFIDENTIAL ie other students, staff will not know your scores
 - ▶ Not compulsory to give consent to use data for course research
 - ▶ If you agree to latter, please fill in consent forms NOW
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Pre-practical tasks for Week 3:

Summary

1. Reflection: Strategies to cope with stress (Moodle)
 2. Complete Surveys
 3. Reading: Burton et al. Chap 2. Complete Moodle online Quiz re Burton Chap 2 – you **MUST** score at least 12 out of 20. Please create a screen shot of your final score, and post it on Moodle. Ensure there is something in the shot with your name or picture on it (be creative)!!!
 4. Read Diener & Chan (2011) pp. 19-32. Summarise 3 (out of 9) of the issues they raise regarding research into the relationship between SWB and health and longevity. Post on Moodle through Turnitin before class & bring your summary to class (for discussion). <250 words
 5. Read Windle et al. (2011) – JUST pp3-4 and tables 3 and 4. Bring this to class.
 6. **Post reading:** *Understanding your stress*. UNSW unpublished curriculum material. [on Moodle]
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(not perfect APA format)

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