

Annotated Bibliography on Resilience

Created by the Academic Resilience Consortium

Resilience in the Work Place

Afzal, S., Din, M., Malik, H.D. (2020). Psychological capital as an index of workplace flourishing of college faculty members. *Journal of Educational Research*, 23(1), 91-110.

The Present research investigated psychological capital as an index of workplace flourishing of college faculty members. A sample of 511 teachers working in Islamabad Model Colleges was selected. Mean, standard Deviation, Skewness, Kurtosis, Linear and Multiple Regression were applied for data analysis. Results revealed that college teachers had high level in both psychological capital and workplace flourishing. The teachers scored high in all dimensions of psychological capital, including optimism, hope, resilience and efficacy. Furthermore, in respect to workplace flourishing, they showed a high functioning level in terms of positive emotions, meanings, accomplishment and happiness while the normal functioning level of engagement and positive relationship. A significant and positive effect of psychological capital was observed on workplace flourishing. In other words, psychological capital has proved to be an index of workplace flourishing of college teaching faculty. It is recommended to arrange faculty development programs with special emphasis on the development of psychology resources and workplace flourishing.

Boden, C., Ward, W.L., Wilson, L. (2018, March 8-9). *Protective factors to foster resiliency in healthcare professional trainees* [Conference presentation]. 42nd annual convention of the Adult Higher Education Alliance, Orlando, FL, United States.

High stress levels and burnout are common in the healthcare field today. Healthcare professionals (HCP) can protect themselves by remaining cognizant of preventive and intervention strategies to utilize when stress levels are threatening burnout. Within one's professional identity, developing resiliency skills and actively practicing self-care are some strategies that are helpful in maintaining effective work performance and patient care. To develop and recognize these skills, HCPs undergoing transformational learning (TL) can develop new ways of thinking, acting, and feeling in their work and everyday life to help prevent burnout (Transformative Learning Centre, 2004).

Epstein, R. M., & Krasner, M. S. (2013). Physician resilience: What it means, why it matters, and how to promote it. *Academic Medicine*, 88(3), 301-303.

The study by Zwack and Schweitzer in this issue of Academic Medicine illustrates that individual factors of resilience include the capacity for mindfulness, self-monitoring, limit setting, and attitudes that promote constructive and healthy engagement with (rather than withdrawal from) the often-difficult challenges at work. Cultivating these specific skills, habits, and attitudes that promote resilience is possible for medical students and practicing clinicians alike. Resilience-promoting programs should also strive to build community among clinicians and other members of the health care workforce. Just as patient safety is the responsibility of communities of practice, so is clinician well-being and support. Finally, it is in the self-interest of health care institutions to support the efforts of all members of the health care workforce to enhance their capacity for resilience; it will increase quality of care while reducing errors, burnout, and attrition. Successful organizations outside of medicine offer insight about institutional structures and values that promote individual and collective resilience. This commentary proposes methods for enhancing individuals' resilience while building community, as well as directions for future interventions, research, and institutional involvement.

**Jahanshahi, A.A., Maghsoudi, T., Nawaser, K. (2020). The effects of social capital and psychological resilience on employees' positive work attitudes. *International Journal of Human Resources Development and Management*, 20(3-4).
<https://doi.org/10.1504/IJHRDM.2020.107956>**

This study analyses the antecedents and consequence of employees' psychological resilience (PR) in the workplace. We first examined the three dimensions of the effects of social capital (structural, relational and cognitive) on employees' PR. Then, we tested the effects of PR on employees' positive work attitudes. A cross-sectional survey data from 204 employees working in an Iranian state-owned organization supports the positive effects of three dimensions of employees' social capital on their psychological resilience. We also found that PR contributes to increasing positive work attitudes toward the achievement of organizational goals among employees.

Sedivy-Benton, A.L., Leland, K.M., Pinneo, L.A. (2018, March 8-9). *Woman in the mirror: Making the change, professional identity development in k-20 teachers* [Conference presentation]. 42nd annual convention of the Adult Higher Education Alliance, Orlando, FL, United States.

Teacher education is a field that is often under scrutiny as a field whose professionals are underqualified or being staffed by individuals who do not care. This work explores the experiences of three teacher educators, how they came to their profession, and how they found both their communities of practice and their professional identities. Their notions of self and their professional identities are far from solidified and still unfolding, suggesting that professional identity is a cyclical process, rather than linear. Key themes that emerged in their trajectories include critical incidents, resiliency, and transformational learning.

Shatte, A., Perlman, A., Smith, B., Lynch, W.D. (2017). The positive effect of resilience on stress and business outcomes in difficult work environments. *Journal of Occupational and Environmental Medicine*, 59(2), 135-140. doi:10.1097/JOM.0000000000000914

High strain work environments (high demand, low influence, and low support) have an unfavorable effect on all outcomes. Resilience has a protective effect on all outcomes. For stress, burnout, and sleep, higher resilience has a more protective effect under low-strain conditions. For depression, absence and productivity, resilience has a more protective effect when job strain is high.

Children

Archdall, K. & Kilderry, A. (2016). Supporting children's resilience: Early childhood educator understandings. *Australasian Journal of Early Childhood*, 41(3), 58-65. Retrieved from <https://login.proxy.lib.fsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eft&AN=118272512&site=eds-live>

Researchers analyze a study previously conducted on the integration of resilience throughout the curricula of early childhood educators. 19 educators participated in a questionnaire consisting of multiple choice and short answer questions, three of the 19 also volunteered to complete an interview to provide more information. The majority of participants reported not planning activities around resilience, rather teaching and guiding students to be resilient when the opportunity arose spontaneously. Most participants understood the importance of teaching their students resilience, but were unsure of how to integrate these abilities into their curriculum.

Bai, S., & Repetti, R. L. (2015). Short-term resilience processes in the family. *Family Relations*, 64(1), 108-119. Retrieved from <https://login.proxy.lib.fsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ssf&AN=100299472&site=eds-live>

Researchers conducted naturalistic studies to examine the effect of family interactions and behaviors on children's short-term resilience. Based on observations, researchers concluded positive parent-child interactions minimize the negative effects of adverse experiences.

Bethell, C.D., Carle, A., Hudziak, J., Gombojav, N., Powers, K., Wade, R., & Braveman, P. (2017). Methods to assess adverse childhood experiences of children and families: Toward approaches to promote child-well-being in policy and practice. *Academic Pediatrics, 17*(7), S51-S69. <https://doi.org/10.1016/j.acap.2017.04.161>

The science of human development shows that adverse childhood experiences can affect healthy childhood development and lifelong well-being, which illustrates the importance of assessing the presence of ACEs. As a result, this study evaluates various methods of assessing ACEs. Despite the differences between the 14 assessments evaluated, each one showed poorer health outcomes were associated with ACEs in the absence of resilience and protective factors. Additionally, even when ACEs are not present, conducting an ACE assessment can still be a valuable tool for teaching the importance of a nurturing environment for child development, as well as the importance of stress management and resilience.

Bethell, C.D., Gombojav, N., Whitaker, R.C. (2019). Family resilience and connection promote flourishing among US children, even amid adversity. *Culture of Health, 38*(5). <https://doi.org/10.1377/hlthaff.2018.05425>

The outcome of flourishing and its predictors have not been well documented among US children, especially those who face adversity. Across the sectors of health care, education, and human services, evidence-based programs and policies to increase family resilience and connection could increase flourishing in US children, even as society addresses remediable causes of childhood adversity.

Crouch, E., Radcliff, E., Merrell, M.A., Brown, M.J., Ingram, L.A., Probst, J. (2021). Racial/ethnic differences in positive childhood experiences across a national sample. *Child Abuse & Neglect, 115*(105012). doi:10.1016/j.chiabu.2021.105012

The purpose of this study was to examine the prevalence of PCEs in a nationally representative sample of children and determine whether PCE exposure differed across race and ethnic groups. All racial-ethnic minority groups of children had a lower likelihood of mentorship, living in a safe neighborhood, or living in a supportive neighborhood, than their Non-Hispanic White counterparts. Non-Hispanic Black children had a lower likelihood of having a mentor for

advice or guidance living in a safe neighborhood and living in a supportive neighborhood Non-Hispanic white children.

Crouch, E., Radcliff, E., Merrell, M.A., Bennett, K.J. (2021). Rural-urban differences in positive childhood experiences across a national sample. *Journal of rural health: official journal of the American Rural Health Association and the National Rural Health Care Association*, 37(3), 495–503. <https://doi.org/10.1111/jrh.12493>

The purpose of this study was to examine the prevalence of positive childhood experience (PCE) and adverse childhood experience (ACE) exposures in 31 states plus the District of Columbia and to estimate exposure differences between rural and urban children. In adjusted analyses of PCEs, there was no significant difference between rural and urban children for after-school activities. However, rural children were more likely to volunteer in the community, school, or church than were urban children. Rural children also had greater odds of having a mentor for advice or guidance, compared to urban children.

Dray, J., Bowman, J., Campbell, E., Freund, M., Wolfenden, L., Hodder, R. K., ... & Small, T. (2017). Systematic review of universal resilience-focused interventions targeting child and adolescent mental health in the school setting. *Journal of the American Academy of Child & Adolescent Psychiatry*, 56(10), 813-824. Retrieved from <https://www.ncbi.nlm.nih.gov.proxy.lib.fsu.edu/pubmed/28942803>

Researchers examined school-based, resilience-focused interventions for children and adolescents with mental health problems. Forty-nine randomized controlled trials contributed to the meta-analyses. Resilience-focused interventions effectively reduced depressive symptoms, internalizing problems, externalizing problems, and general psychological distress. For the child trials, the interventions reduced anxiety and general psychological distress. For the adolescent trials, interventions were effective for internalizing problems. Universal resilience-focused interventions that use a cognitive-behavioral therapy-based approach is suggested as most promising for short-term reductions in depressive and anxiety for children and adolescents.

Jaffee, S. R., Caspi, A., Moffitt, T. E., Polo-Tomas, M., & Taylor, A. (2007). Individual, family, and neighborhood factors distinguish resilient from non-resilient maltreated children: A cumulative stressors model. *Child Abuse & Neglect*, 31(3), 231-253. <https://doi.org/10.1016/j.chiabu.2006.03.011>

Researchers studied 1,116 twin pairs and their families. The researchers found that boys were more likely to be resilient if they were considered to have above-average intelligence and their parents had few symptoms of antisocial personality. Children were less likely to be resilient if their parents had substance use problems and they live in high crime neighborhoods with low social cohesion and informal social control. The researchers suggest that these findings show that personal resources may not be available to promote adaptive functioning in multi-problem families.

Masten, A. S. (2014). Global perspectives on resilience in children and youth. *Child Development*, 85(1), 6-20. doi:10.1111/cdev.12205

This article reviews the trends in the history of global resilience research. Research is driven by preparing to provide better interventions for children who may experience adversity, focusing on trauma-based interventions.

**Masten, A. S. (2021). Resilience of children in disasters: A multisystem perspective. *International Journal of Psychology*, 56(1), 1-11.
<https://onlinelibrary.wiley.com/doi/full/10.1002/ijop.12737>**

Interest in resilience is surging in research, policy and practice as threats from disasters rise and humanity confronts a global pandemic. This commentary highlights the importance of defining resilience for portability across system levels and disciplines in order to integrate knowledge and prepare adequately for the challenges posed to children and youth by multisystem disasters. A scalable definition of resilience is recommended: The capacity of a dynamic system to adapt successfully to challenges that threaten the function, survival or development of the system. Major determinants of adaptation among young people in the context of disaster are highlighted, including variations in adversity exposure dose, developmental timing, individual differences and the socio-ecological systems of children's lives that can be mobilized in response. Adaptation of children in disasters depends on the resilience of interconnected systems, including families, schools, communities and policy sectors. Implications of a multisystem perspective for disaster risk reduction and preparedness are discussed with a focus on nurturing the resilience of children and their societies for challenges in the near term and long into the future.

Masten, A. S., Cutuli, J. J., Herbers, J. E., Hinz, E., Obradović, J., & Wenzel, A. (2014). Academic risk and resilience in the context of homelessness. *Child Development Perspectives, 8*, 201-206. <https://doi.org/10.1111/cdep.12088>

Family homelessness in the United States has increased over the past two decades, raising concerns about associated risks for child development. In this article, we describe a translational research program focused on academic risk and resilience in homeless and highly mobile children. We find that although these children share many risk factors with other disadvantaged children, they are higher on an underlying continuum of risk. Additionally, marked variability has been observed among children who experience homelessness, both in risk level and achievement, with many children manifesting resilience. We discuss implications for research and efforts to address disparities in achievement.

McMahon, B. (2015). Seeing strengths in a rural school: educators' conceptions of individual and environmental resilience factors. *Journal of Critical Education Policy Studies, 13*(1), 238-267.

This qualitative study of educators' understandings of resilience contributes to ongoing rural school research that examines educators' beliefs about, and attitudes toward, rural students whom are at-risk and factors that impact rural school success. Semi-structured interviews were conducted with teachers and administrators in one rural Florida school that was reported as failing. The respondents identified individual students who they deemed resilient as well as character traits they deemed to be factors in building resilience. The principal had the experiential knowledge of rural and urban settings as well as skills required to build communities designed to increase resilience and improve student success. However, obstacles at the district and site levels meant that although individual examples of resilience were evident in this school, they were not actualized at systemic levels. The study also raises questions about conceptions of resilience related to students' exodus from their rural communities.

Nickerson, A. N., & Fishman, C. C. (2013). Promoting mental health and resilience through strength-based assessment in US schools. *Educational & Child Psychology, 30*(4), 7-17.

Retrieved from

<https://login.proxy.lib.fsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=91661954&site=eds-live>

This article analyzes the use of strength-based assessments in gathering information on students' resilience. Multiple options for mental health intervention exist at different levels, including school-wide, targeted populations, and individualized. Assessments can identify what mental health services are needed for the school, populations, and/or individual students.

Wu, G., Feder, A., Cohen, H., Kim, J. J., Calderon, S., Charney, D. S., & Mathe, A. A. (2013). Understanding resilience. *Frontiers in Behavioral Neuroscience* 7(10), 1-15. doi:10.33389/fnbeh.2013.00010

This study looks at recent findings in genetic, epigenetic, developmental, psychosocial, and neurochemical factors, all of which are considered essential to the development of resilience. However, most individuals do not develop resilient characteristics or tendencies until having gone through depression, trauma, or an adverse experience. This study examines how the growing knowledge-base of resilience and resilience factors will spring a new development of pharmacological and psychological interventions.

Zolkoski, S. M., Bullock, L. I., & Gable, R. A. (2016). Factors associated with student resilience: Perspectives of graduates of alternative education programs. *Preventing School Failure: Alternative Education for Children and Youth*, 60(3), 231-243. doi:10.1080/1045988X.2015.1101677

Researchers conducted a study to measure resilience among students at an alternative school. Participants were asked about how their placement in an alternative education setting affected their resilience and general "life status". Students in the study were placed in alternative settings because they had behavioral and/or emotional needs that were not being met at their former school. Protective factors were identified by students, including supportive teachers and learning environment, a low teacher-student ratio, and involved parents. These protective factors could outweigh the poor circumstances of students' environments before beginning the alternative school and positively affect resilience.

College Students

Alvarado, A., Spatariu, A., & Woodbury, C. (2017). Resilience & emotional intelligence between first generation college students and non-first generation college students. *Focus on Colleges, Universities & Schools*, 11(1), 1-10. doi:10.1155/2012/490647

Researchers concluded first generation students had higher levels of resilience compared to non-first generation students. This difference was attributed to many first generation students experiencing stressful situations before college, which prepared them to respond to stress during college and build their resilience.

Aydogdu, B. N., Celik, H., & Eksi, H. (2017). The predictive role of interpersonal sensitivity and emotional self-efficacy on psychological resilience among young adults. *Eurasian Journal of Educational Research* 69, 37-54. <http://dx.doi.org/10.14689/ejer.2017.69.3>

Researchers examined the influence of self-efficacy and interpersonal sensitivity on resilience in a sample of college students. Results show that both of these factors predict resilience, with emotional self-efficacy predicting resilience most strongly.

Borji, M., Memaryan, N., Khorrami, Z., Farshadnia, E., Sadighpour, M. (2020). Spiritual health and resilience among university students: the mediating role of self-esteem. *Pastoral Psychol*, 69(1–10). <https://doi.org/10.1007/s11089-019-00889-y>

Due to the positive effects of resilience on different dimensions of health, the aim of this study was to propose and examine a model for a deeper understanding of the predictive factors of resilience. In this hypothetical model, self-esteem was suggested as the mediator of the relationship between spiritual health and resilience. Since spiritual and religious beliefs are important topics in the lives of the people of Iran, it is possible to strengthen the field of self-esteem and resilience through education on spirituality and increase their positive attitudes toward life.

Brown, D. L. (2008). African American resiliency: Examining racial socialization and social support as protective factors. *Journal of Black Psychology*, 34(1), 32–48. <https://doi.org/10.1177/0095798407310538>

The purpose of this study was to examine the relative importance of racial socialization and social support in the resiliency of African Americans. It was hypothesized that social support and racial socialization would predict the resiliency of 154 African American undergraduate students at a large midwestern university. Findings from hierarchical multiple regression analyses indicated that receiving racial socialization messages and perceiving that one had social support accounted for the largest proportion of variance in resiliency scores. Implications for parents and mental health providers are discussed.

Borjian, A. (2018). Academically successful Latino undocumented students in college: resilience and civic engagement. *Hispanic Journal of Behavioral Sciences*, 40(1), 22-36. <https://doi.org/10.1177/0739986317754299>

This qualitative study looked at resilience in college students that were undocumented immigrants. Specifically, researchers explored factors that helped these students be successful in college, what inspires them to be civically involved, and how these have been influenced by the 2016 presidential election. Researchers note that being civically involved and having guidance and support, seemed to contribute to students' success.

Boyratz, G., Cherry, M. L., Cherry, M. A., Aarstad-Martin, S., Cloud, C., & Shamp, L. M. (2017). Posttraumatic stress, coping flexibility, and risky drinking among trauma-exposed male and female college students: the mediating effect of delay of gratification. *Substance Use & Misuse*, 53(3), 508-520. <https://doi.org/10.1080/10826084.2017.1342658>

Researchers looked at post-traumatic stress as a risk factor for unsafe drinking in college students and also tested whether or not delay of gratification mediated the effects of post-traumatic stress and coping flexibility on risky drinking behavior. Researchers also explored the influence of gender on the relationships between these variables. Results show that posttraumatic stress indirectly affected delay of gratification, and that this effect was stronger for males than females. Researchers also found that coping flexibility negatively affected risky drinking through coping flexibility. These findings imply that coping flexibility may help increase resilience following traumatic experiences.

Chung, E., Turnbull, D., & Chur-Hansen, A. (2017). Differences in resilience between 'traditional' and 'non-traditional' university students. *Active Learning in Higher Education*, 18(1), 77-87. <https://doi.org/10.1177/1469787417693493>

Researchers looked at differences in resilience between "traditional" college students and those that are from historically underrepresented backgrounds. "Non-traditional" students in terms of life factors such as age were found to have higher levels of resilience than "traditional" students. Students who identified as "non-traditional" in other aspects, such as culture or income level, didn't have significant differences in resilience levels than "traditional" students. Results indicate that experiences associated with mature age may contribute to higher levels of resilience.

Cleveland, M.J., Mallett, K. A., Turrisi, R., Sell, N. M., Reavy, R., & Trager, B. (2018). Using latent transition analysis to compare effects of residency status on alcohol-related consequences during the first two years of college. *Addictive Behaviors*, 87, 276-282. <https://doi.org/10.1016/j.addbeh.2018.06.002>

The current study examined two research aims: (1) Identify latent statuses of college students who share common patterns of single or repeated experiences with distinct types of negative alcohol-related consequences during the first two years of college; and (2) Examine how changes in students' living arrangements were associated with transitions in the consequence statuses. We found that moving into Greek housing had strongest effects among students who started in the No Consequences status, while students who moved to off-campus housing were most likely to remain in the Multiple Consequences status. Given that students who moved out of on-campus residences were more likely to transition into high-risk statuses, interventions that target students who intend to move to off-campus or fraternity housing should be implemented during the first year of college.

Cole, N. N., Nonterah, C. W., Utsey, S. O., Hook, J. N., Hubbard, R. R., Opare-Henaku, A., & Fischer, N. L. (2015). Predictor and moderator effects of ego resilience and mindfulness on the relationship between academic stress and psychological well-being in a sample of Ghanaian college students. *Journal of Black Psychology*, 41(4), 340-357. [doi:10.1177/0095798414537939](https://doi.org/10.1177/0095798414537939)

Researchers explored the effects of ego resilience and mindfulness on the relationship between academic stress and psychological well-being in Ghanaian college students. Academic stress was found to be positively related to depression and anxiety, while ego resilience was negatively related to depression and anxiety. Mindfulness buffered the effect of academic stress on depression, and ego resilience buffered the effect of academic stress on anxiety.

Coleman, S. R., Zawadzki, M. J., Heron, K. E., Vartanian, L. R., & Smyth, J. M. (2016). Self-focused and other-focused resiliency: plausible mechanisms linking early family adversity to health problems in college women. *Journal of American College Health*, 64(2), 85-95. <https://doi.org/10.1080/07448481.2015.1075994>

This study looks at health outcomes associated with childhood adversity in a sample of college women. The study tests two types of resilience (that involving perceptions of one's self and that involving one's relationships to others) in terms of the outcomes of childhood adversity. The study found that early childhood adversity was associated with impairments in both types

of resilience as well as increased perceived stress, worse subjective health, less sleep, and more smoking. Both types of resilience were associated with positive outcomes.

Davaasambuu, S., Aira, T., Hamid, P., Wainberg, M., & Witte, S. (2017). Risk and resilience factors for depression and suicidal ideation in Mongolian college students. *Mental Health & Prevention, 5*, 33-39. doi:10.1016/j.mhp.2017.01.002

In this study, researchers looked at the prevalence of and risk factors for depression and suicidal ideation in a sample of Mongolian college students. Additionally, researchers looked at resilience factors in these students. Alcohol was found to predict suicidal ideation and depression in both men and women. Support from friends and high future expectations were found to be significant resilience factors against depression. In terms of suicidal ideation, low family support was found to be the most significant predictor, while high family support was found to be the most significant resilience factor against it. Both students exhibiting depression and those exhibiting suicidal ideation were found to have difficulty with daily life activities such as mobility and cognition.

Davies, J., McCrae, B. P., Frank, J., Dochnahl, A., Pickering, T., Harrison, B., ... & Wilson, K. (2000). Identifying male college students' perceived health needs, barriers to seeking help, and recommendations to help men adopt healthier lifestyles. *Journal of American College Health, 48*(6),259–267. doi:10.1080/07448480009596267

Seven focus groups at a university campus were formed to identify college men's health concerns, barriers to seeking help, and recommendations to help college men adopt healthier lifestyles. Content analysis was used to identify and organize primary patterns in the focus-group data. Results of the study revealed that the college men were aware that they had important health needs but took little action to address them. The participants identified both physical and emotional health concerns. Alcohol and substance abuse were rated as the most important issues for men. The greatest barrier to seeking services was the men's socialization to be independent and conceal vulnerability. The most frequently mentioned suggestions for helping men adopt healthier lifestyles were offering health classes, providing health information call-in service, and developing a men's center. Implications of the results are discussed.

DeBate, R. D., Gatto, A., & Rafal, G. (2018). The effects of stigma on determinants of mental health help-seeking behaviors among male college students: An application of the information-motivation-behavioral skills model. *American Journal of Men's Health, 12*(5), 1286-1296. doi:10.1177/1557988318773656

Males are less likely to seek professional mental health services than females and little research has been conducted on this behavior among male college students. Thus, the purpose of this study was to investigate the effect of mental health literacy, attitudes toward mental health, subjective norms about mental health services, and stigma on the intentions of male college students to seek mental health services. The findings of the study were that male college students have low intentions of seeking mental health help and low mental health literacy, reaffirming previous findings in this area. The study also found weak positive relationships between information, motivation, and behavioral skills mediated by stigma, which helps explain the weak relationships and demonstrates that stigma must be addressed in any intervention to improve mental health seeking behavior among.

DeNigris, D., Brooks, P. J., Obeid, R., Alarcon, M., Shane-Simpson, C., & Gillespie-Lynch, K. (2017). Bullying and identity development: Insights from autistic and non-autistic college students. *Journal of Autism and Developmental Disorders*, 48, 666-678.
<https://doi.org/10.1007/s10803-017-3383-y>

Researchers compared the bullying experiences of college students with autism and those without. All students reported less bullying in college than previously in life. Chronic bullying was related to improved self-descriptions and self-enhancement. Students with autism that experienced bullying were more likely to identify as “autistic” than those that weren’t. These results suggest that experiencing bullying may improve resilience as students must figure out how to overcome the bullying.

Dyson, R., & Renk, K. (2006). Freshmen adaptation to university life: Depressive symptoms, stress, and coping. *Journal of Clinical Psychology*, 62(10), 1231–1244. doi:10.1002/jclp.20295

Attending a university for the first time can be a stressful experience for many new college students. This study examines the relationships among femininity and masculinity, depressive symptomatology, levels of stress, and the types of coping strategies used by college freshmen. Results of this study suggest that these variables were related uniquely for first-year college students. Masculinity and femininity significantly predicted problem-focused coping, and femininity significantly predicted emotion-focused coping. Further, the levels of family and college stress reported by college students, as well as their endorsement of avoidant coping, significantly predicted their levels of depressive symptoms. Overall, the results of this study suggest that understanding the relationships among the gender role, the levels of depressive

symptomatology, and the levels of stress exhibited by college freshmen may be important in facilitating their transition and adjustment to university life.

Fang, Q., Freedenthal, S., & Osman, A. (2014). Validation of the suicide resilience inventory-25 with American and Chinese college students. *Suicide and Life-Threatening Behavior, 45(1), 51-64.* <https://doi.org/10.1111/sltb.12108>

Researchers evaluated the validity of a self-report measure of resilience in terms of suicide in samples of Chinese and American college students. Responses to the scale were evaluated and compared between the two samples. The measure was found to be internally consistent. American students scored higher on the measure than Chinese students. Results indicate that this measure is appropriate for use with both Chinese and American students.

Fernández-Martínez, E., Andina-Díaz, E., Fernández-Peña, R., García-López, R., Fulgueiras-Carril, I., & Liébana-Presa, C. (2017). Social networks, engagement and resilience in university students. *International Journal of Environmental Research and Public Health, 14(12), 1488.* <https://doi.org/10.3390/ijerph14121488>

College students' social networks were explored in terms of understanding the relationship between engagement and resilience. The more students valued engagement, the more central their friendship network was at the beginning of college, with this relationship reversing in later years. Higher resilience also correlated with more centrality in students' social networks.

Francis, W., & Bance, L. O. (2017). Protective role of spirituality from the perspective of Indian college students with suicidal ideation: "I am here because God exists". *Journal of Religion and Health, 56(3), 962-970.* doi:10.1007/s10943-016-0296-6

Researchers explore spirituality as a resilience factor for female Indian college students. Spirituality was found to help students positively adapt to adversity, and to increase resilience towards suicidal ideation. Participants noted that having a connection with God helped them to "stay afloat" during difficult times.

Graves, E., Borders, L. D., & Ackerman, T. A. (2017). Resilience to child sexual abuse in male college students. *Journal of Mental Health Counseling, 39(2), 149-162.* doi:10.17744/mehc.39.2.05

Researchers conducted a qualitative study among male college students who experienced child sexual abuse and how common themes affected resilience. The greatest predictor of high levels of resilience was gender self-acceptance (“the level of comfort one feels as a member of one’s gender group”). However, participants’ perception of their abuse did not have an effect on their resilience.

Hartley, M. T. (2013). Investigating the relationship of resilience to academic persistence in college students with mental health issues. *Rehabilitation Counseling Bulletin*, 56(4), 240-250. <https://doi.org/10.1177/0034355213480527>

The relationship between inter- and intrapersonal resilience and academic persistence in college students with mental health issues was examined. Resilience was found to be strongly related to mental health. Intrapersonal resilience was found to be more important to this population in dealing with adversity. Results imply that having a resilience framework may help college students with mental health issues cope more effectively and make them less likely to drop out.

Hou, X. L., Wang, H. Z., Guo, C., Gaskin, J., Rost, D. H., & Wang, J. L. (2017). Psychological resilience can help combat the effect of stress on problematic social networking site usage. *Personality and Individual Differences*, 109, 61-66. <https://doi.org/10.1016/j.paid.2016.12.048>

Researchers assessed the relationship between perceived stress and problematic use of social media in a sample of Chinese college students. The impact of resilience on this relationship was assessed. Researchers found that perceived stress was positively related to problematic use of social media. Psychological resilience was shown to be negatively related to problematic use of social media. Psychological resilience was found to moderate the relationship between stress and problematic use of social media. Results suggest that enhancing resilience in college students may better help them to cope with the stress generated by problematic use of social media.

Huang, Y. C., & Lin, S. H. (2013). Development of the inventory of college students' resilience and evaluating the measurement invariance. *British Journal of Guidance & Counselling*, 41(5), 471-486. <https://doi.org/10.1080/03069885.2012.749973>

Researchers discuss the positive impact of resilience on adapting to adversity. Researchers sought to develop an inventory of resilience for college students. Researchers

conclude that the developed inventory may help students identify their strengths and weaknesses and thus reinforce their resilience and improve ability to cope with stress and trauma.

Isaak, M. I., Perkins, D. R., & Labatut, T. R. (2011). Disregulated alcohol-related behavior among college drinkers: Associations with protective behaviors, personality, and drinking motives. *Journal of American College Health*, 59(4), 282-288. doi:10.1080/07448481.2010.509379

Researchers evaluated a measure of harmful alcohol-related behavior in a sample of college students. The measure's relationship to protective behavior (i.e., resilience) and several other measurements was also tested. The measure was found to have good internal consistency. Protective behavior was not found to be related to the measure.

Khademi, A., & Aghdam, A. A. F. (2013). The role of personality traits and resilience on homesickness of college students. *Procedia -- Social and Behavioral Sciences*, 82(3), 537-541. <https://doi.org/10.1016/j.sbspro.2013.06.305>

Researchers explored the relationship between personality traits and resilience and homesickness in a sample of Iranian college students. A significant correlation was found between openness to experience and neuroticism and homelessness. A significant correlation was found between resilience and homesickness, with the direction of this relationship varying between specific types of homesickness. Neuroticism, being native vs. non-native, gender, agreeableness, extraversion, and openness to experience were found to predict homesickness.

Kim, T. Y., Kim, Y., & Kim, J. Y. (2017). Structural relationship between L2 learning (de) motivation, resilience, and L2 proficiency among Korean college students. *The Asia-Pacific Education Researcher*, 26(6), 397-406. doi: 10.1007/s40299-017-0358-x

Researchers explored Korean college students' second language proficiency and its relationship to different components of their resilience, motivation, and demotivation. Second language learning motivation and demotivation were found to be related to second language proficiency. Resilience affected second language proficiency directly as well as indirectly through demotivation. Researchers suggest that educators provide strategies to help students to manage adversity when learning a second language.

Ko, C. Y. A., & Chang, Y. (2018). Investigating the relationships among resilience, social anxiety, and procrastination in a sample of college students. *Psychological Reports*, 1-15. doi: 10.1177/0033294118755111

Researchers looked at the effect of resilience on procrastination in a sample of college students and explored whether social anxiety had an effect on the relationship between these two variables. The sample consisted of 321 Taiwanese college students. Researchers found that students that were higher in resilience were lower in procrastinating behavior, and that resilience indirectly affected procrastination through social anxiety. Researchers also discuss that based on the study findings, it may be beneficial for universities to implement resilience training programs in order to help reduce procrastination by college students.

Leone, J. M., & Carroll, J. M. (2016). Victimization and suicidality among female college students. *Journal of American College Health*, 64(6), 421-428. <https://doi.org/10.1080/07448481.2016.1179197>

Researchers analyzed the relationship between victimization and suicidality in female college students. Physical, emotional, and sexual victimization were all found to increase the risk of suicidality even when controlling for depression, anxiety, and stress. Researchers recommend the use of resilience-building interventions with college women that have been victimized in order to decrease the risk of suicidality.

Leone, J. M., & Carroll, J. M. (2016). Victimization and suicidality among female college students. *Journal of American College Health*, 64(6), 421-428. <https://doi.org/10.1080/07448481.2016.1179197>

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Milne, T., Creedy, D. K., & West, R. (2016). Integrated systematic review on educational strategies that promote academic success and resilience in undergraduate indigenous students. *Nurse Education Today*, 36, 387-394. <https://doi.org/10.1016/j.nedt.2015.10.008>

Researchers looked at different educational strategies that help promote academic success and resilience in indigenous college students. Researchers identified multi-faced, layered support, underpinned by the principles of respect, relationships, and responsibility. Implications for nursing and midwifery education, research and health care practice as ways to help this population build resilience and be academically successful.

Mojrian, F., Homayouni, A., Rahmedani, Z., & Alizadeh, M. (2017). Correlation between resilience with aggression and hostility in university students. *European Psychiatry, 41*, S611. <https://doi.org/10.1016/j.eurpsy.2017.01.969>

In exploring the relationship between resilience, aggression, & hostility in college students, researchers found that when resilience is high, students' levels of aggression and hostility are low. Researchers recommend resilience training for college students in order to decrease aggression and hostility.

Morgan Consoli, M. L., & Llamas, J. D. (2013). The relationship between Mexican American cultural values and resilience among Mexican American college students: A mixed methods study. *Journal of Counseling Psychology, 60*(4), 617-624. <https://doi.org/10.1037/a0033998>

Researchers looked at the influence of cultural values in the resilience of Mexican-American college students. Familism was found to be a strong predictor of resilience in this population. Religiosity, perseverance, respect, and ethnic identity were also identified as contributing to resilience. As the population of Mexican-American college students is increasing, this information may be useful to practitioners that are working with students that are overcoming adversity.

Murrell, A. R., Jackson, R., Lester, E. G., & Hulsey, T. (2018). Psychological flexibility and resilience in parentally bereaved college students. *OMEGA-Journal of Death and Dying, 76*(3), 207-226. doi:10.1177/0030222817693154

Researchers explored the relationship between bereavement-related distress, experiential avoidance, values, and resiliency in a sample of college students that had experienced the death of one or both parents. The study was conducted via an in-person paper-based questionnaire. Researchers found that the use of avoidance predicted bereavement difficulties. The researchers also found that students that placed high importance on values had less bereavement-related difficulties. Although researchers hypothesized that acting in accordance with one's values would predict lower avoidance and thus higher levels of resilience,

there was no significant relationship between value adherence and experiential avoidance found in the present study.

Neal, D. (2017). Academic resilience and caring adults: The experiences of former foster youth. *Children and Youth Services Review*, 79, 242-248.
<https://doi.org/10.1016/j.childyouth.2017.06.005>

Researchers examined the experiences of former foster youth that were in college to uncover some of the factors that contributed to their success. Researchers found that there was a connection between academic resilience and involvement in activities in addition to guidance and support from a parental figure.

Nicolazzo, Z. (2016). "Just go in looking good": The resilience, resistance, and kinship-building of trans* college students. *Journal of College Student Development*, 57(5), 538-556.
<https://doi.org/10.1353/csd.2016.0057>

The researcher conducted an ethnographic study of resilience in transgender college students. Data was collected via observation, interviews, and document analysis. The researcher found that students were able to successfully navigate their environments by using resilience. The researcher found that exercising resilience looks different for each person, and that sometimes these practices do not work.

Nguyen, K., Stanley, N., Rank, A., Stanley, L., & Wang, Y. (2016). The relationship among storytelling, values, and resilience of college students from Eastern and Western cultural backgrounds. *Journal of Poetry Therapy*, 29(2), 73-88.
<https://doi.org/10.1080/08893675.2016.1176162>

Researchers examined the relationship between storytelling and resilience in samples of college students from America, Germany, China, and Vietnam. Results show a significant relationship between storytelling, students' personal values, and resilience. Cultural differences between Eastern and Western students were found in storytelling and personal values but not resilience.

Oehme, K., Perko, A., Clark, J., Ray, E.C., Arpan, A., & Bradley, L. (2018). A trauma-informed approach to building college students' resilience. *Journal of Evidence-Informed Social Work*, 1-15. <https://doi.org/10.1080/23761407.2018.1533503>

This article describes the design and initial implementation of a psychoeducational student resilience program at a large public university. The program is intended educate students on the topics of trauma and resilience, provide them with coping skills, and inform them of the various resources that are available to them on campus. The need for such a program is based in research that demonstrates the vulnerability of college students due to the transitional nature of young adulthood, the prevalence of Adverse Childhood Experiences (ACE's) and their lasting effects, and the high rates of mental illness and substance abuse among college students. The design team chose an interactive web-based platform to promote accessibility and because of research illustrating that young adults spend a large percentage of their time online and already access health information online. Although evaluation of the program is ongoing, initial implementation research conducted through voluntary and anonymous surveys shows that students find the website to be useful to themselves and others and intend to return to the site.

Oehme, K., Perko, A., Altemus, M., Ray, E.C., Arpan, L. (2020). Lessons from a student resilience project. *Journal of College Student Development*, 61(3), 396-399. doi:10.1353/csd.2020.0037

The program, required of all first-year students but promoted to all students, helps young adults transition to college using peer videos on overcoming common stressors, videos on resilience, skill-building activities, relaxation skills training, brief audio lectures by mental health experts, and connections to campus counseling and supportive resources. The material presented explains how childhood trauma can increase vulnerability to poor mental health and substance abuse problems, and guidance, resources, and support are provided. LITERATURE REVIEW During a crucial time for young adult development (Chung & Hudziak, 2017), college students report increased rates of stress (American Psychological Association, 2018) and greater prevalence of mental health problems that can interfere with adjustment to student life, academic success, retention, and transition into adulthood (Hunt & Eisenberg, 2010). Focus groups helped delineate the topics of most concern to students and 12 diverse student assistants helped the design team integrate bright animation, GIF illustrations, and a Pop Art look.

Oman, D., Shapiro, S. L., Thoresen, C. E., Plante, T. G., & Flinders, T. (2010). Meditation lowers stress and supports forgiveness among college students: A randomized controlled trial. *Journal of American College Health*, 56(5), 569-578.

doi:10.3200/JACH.56.5.569-578

The authors evaluated the effects on stress, rumination, forgiveness, and hope of two 8-week, 90-min/wk training programs for college undergraduates in meditation-based stress-management tools. Methods: After a pretest, the authors randomly allocated college undergraduates to training in mindfulness-based stress reduction (MBSR; n = 15), Easwaran's Eight-Point Program (EPP; n = 14), or wait-list control (n = 15). The authors gathered pretest, posttest, and 8-week follow-up data on self-report outcome measures. Results: The authors observed no post-treatment differences between MBSR and EPP or between posttest and 8-week follow-up ($p > .10$). Compared with controls, treated participants (n = 29) demonstrated significant benefits for stress ($p < .05$, Cohen's $d = -.45$) and forgiveness ($p < .05$, $d = .34$) and marginal benefits for rumination ($p < .10$, $d = -.34$). Conclusions: Evidence suggests that meditation-based stress-management practices reduce stress and enhance forgiveness among college undergraduates. Such programs merit further study as potential health-promotion tools for college populations.

Park, C. L., Edmondson, D., & Lee, J. (2012). Development of self-regulation abilities as predictors of psychological adjustment across the first year of college. *Journal of Adult Development, 19*(1), 40-49. <http://dx.doi.org/10.1007/s10804-011-9133-z>

The first year of college can be a difficult developmental transition for many students, although it is also a time of personal growth and maturation. Little is known about how self-regulation abilities mature across this transition, nor whether maturation predicts better adjustment across the first year. We investigated the development of three self-regulation abilities (constructive thinking, emotional regulation, and mastery) and relations of this development to adjustment (depression, anxiety, and stress) in a sample of 162 first-year students. Data were gathered at two time points: just prior to their attendance at a large public northeastern university and then again at the end of the first year.

Results indicated that, on average, students did not increase in their constructive thinking or emotion regulation abilities and actually decreased in their sense of mastery. In bivariate analyses, increases in all three self-regulation abilities were related to better adjustment across the year, effects that remained when examined simultaneously in multiple regression analyses. Further, analyses showed that change in self-regulation abilities, rather than mean levels per se, predicted changes in adjustment over the first year. Implications for interventions to assist students in the development of these self-regulation skills in regard to adjustment are discussed.

Pedrelli, P., Nyer, M., Yeung, A., Zulauf, C., & Wilens, T. (2015). College students: Mental health problems and treatment considerations. *Academic Psychiatry, 39*, 503–511. doi:10.1007/s40596-014-0205-9

This article describes that mental health and substance abuse issues are common among college students and that some students may experience symptoms for the first time during college. Additionally, the increase in students entering college with diagnosed mental illnesses has resulted in an increased demand for counseling and other services. Lack of awareness or acknowledgment of mental health issues among some students contributes to inadequate treatment and the persistence of mental health problems, which can worsen outcomes and highlights the importance of early identification and treatment. The use of technology may help overcome barriers to treatment such as lack of time or fear of stigma. Also, the prevalence of students using college health centers with mental health problems suggests a need for a collaborative and integrated approach to medical and behavioral health services. Finally, the unique characteristics of this population should inform outreach and treatment considerations.

Peng, L., Li, M., Zuo, X., Miao, Y., Chen, L., Yu, Y., ... Wang, T. (2014). Application of the Pennsylvania resilience training program on medical students. *Personality and Individual Differences, 61-62*, 47-51. doi:10.1016/j.paid.2014.01.006

Researchers implemented a resilience intervention with a sample of Chinese medical college students. Researchers measured students' resilience, positive and negative emotions, and emotional regulation styles before and after the intervention. Students participating in the training scored lower on negative emotion and expression suppression and higher on resilience, positive emotion, and cognitive appraisal after completing the training. Results indicate that the intervention may be effective in enhancing resilience and positive emotion in medical students and may help these students overcome adversity.

Peng, L., Zhang, J., Li, M., Li, P., Zhang, Y., Zuo, X., ... Xu, Y. (2012). Negative life events and mental health of Chinese medical students: The effect of resilience, personality and social support. *Psychiatry research, 196(1)*, 138-141. doi:10.1016/j.psychres.2011.12.006

Researchers looked at the impact of resilience on the relationship between medical students' mental health and negative life events. Researchers also sought to identify some other factors that affect students' mental health issues. Results showed that mental health problems were negatively correlated with social support, extraversion, and resilience, and were positively correlated with negative life events and

neuroticism. Resilience was found to buffer the relationship between mental health issues and negative life events, indicating that promoting resilience may help college students to adjust.

Simeon, D., Yehuda, R., Cunill, R., Knutelska, M., Putnam, F. W., & Smith, L. M. (2007). Factors associated with resilience in healthy adults. *Psychoneuroendocrinology*, 32(8), 1149-1152.

Retrieved from

<https://login.proxy.lib.fsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsbl&AN=RN218969511&site=eds-live>

Researchers explored the relationship of resilience to trauma, attachment, temperament, cortisol, and cognitive performance in adults. Researchers found that higher resilience was most strongly associated with lower rates of childhood adversity. Resilience was found to be positively associated with secure attachment. Results from findings on the relationship between resilience and temperament suggest that those that take more risks and seek out rewards in healthy ways adapt more successfully than those that avoid them. Additionally, researchers found that higher levels of cortisol and superior cognitive performance under stress were associated with greater levels of resilience. .

Older Adults

Agai, C.E. & Wilson, J.P. (2005) Trauma, PTSD, and resilience: A review of the literature. *Trauma Violence Abuse*, 6(3),195-216. doi:10.1177/1524838005277438

The concept of resilience has many definitions, one of the most basic of which is the ability to adapt to and cope with threats or challenging situations. Research on resiliency began with a shift in focus from the risk factors of psychosocial problems to strengths of the individual, such as a pattern of competence and self-efficacy during difficult events. The literature also reflects that resilience results from a combination of situational characteristics like threat level and good parenting, in addition to individual characteristics like personality.

Bonanno, G. A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist*, 59(1), 20-28. doi:10.1037/0003-066X.59.1.20

Many people are exposed to loss or potentially traumatic events at some point in their lives, and yet they continue to have positive emotional experiences and show only minor and transient disruptions in their ability to function. Unfortunately, because much of psychology's knowledge about how adults cope with loss or trauma has come from individuals who sought treatment or exhibited great distress, loss and trauma theorists have often viewed this type of

resilience as either rare or pathological. The author challenges these assumptions by reviewing evidence that resilience represents a distinct trajectory from the process of recovery, that resilience in the face of loss or potential trauma is more common than is often believed, and that there are multiple and sometimes unexpected pathways to resilience.

Bonnano, G. A. (2015). The temporal elements of psychological resilience: An integrative framework for the study of individuals, families, and communities. *Psychological Inquiry: An International Journal for the Advancement of Psychological Theory*, 26(2).

<https://doi.org/10.1080/1047840X.2015.992677>

Psychological resilience has become a popular concept. Owing to that popularity, the word resilience has taken on myriad and often overlapping meanings. To be a useful framework for psychological research and theory, the authors argue, the study of resilience must explicitly reference each of four constituent temporal elements: (a) baseline or preresilient functioning, (b) the actual aversive circumstances, (c) post-adversity resilient outcomes, and (d) predictors of resilient outcomes. Using this framework to review the existing literature, the most complete body of evidence is available on individual psychological resilience in children and adults. Surprisingly, however, almost no scientific evidence is actually available for community or family resilient outcomes. We close by suggesting that there is room for optimism and that existing methods and measures could be relatively easily adapted to help fill these gaps. To that end, we propose a series of steps to guide future research.

Davidson, R. J., & McEwen, B. S. (2012). Social influences on neuroplasticity: Stress and interventions to promote well-being. *Nature Neuroscience*, 15(5), 689-695.

[doi:10.1038/nn.3093](https://doi.org/10.1038/nn.3093)

Experiential factors shape the neural circuits underlying social and emotional behavior from the prenatal period to the end of life. These factors include both incidental influences, such as early adversity, and intentional influences that can be produced in humans through specific interventions designed to promote prosocial behavior and well-being. Here we review important extant evidence in animal models and humans. Although the precise mechanisms of plasticity are still not fully understood, moderate to severe stress appears to increase the growth of several sectors of the amygdala, whereas the effects in the hippocampus and prefrontal cortex tend to be opposite. Structural and functional changes in the brain have been observed with cognitive therapy and certain forms of meditation and lead to the suggestion that well-being and other prosocial characteristics might be enhanced through training.

Fang, X., Vincent, W., Calabrese, S. K., Heckman, T. G., Sikkema, K. J., Humphries, D. L., & Hansen, N. B. (2015). Resilience, stress, and life quality in older adults living with HIV/AIDS. *Aging and Mental Health, 19*(11), 1015-1021. doi:10.1080/13607863.2014.1003287

This study evaluated the impact of resilience on stress and Health Related Quality of Life (HRQoL) among individuals 50 years or old living with HIV/AIDS. Resilience was categorized by coping self-efficacy, active coping, hope/optimism, and social support. Resilience reduce the negative effects of stress on HRQoL.

Galatzer-Levy, I. R., & Bonanno, G. A. (2016). It's not so easy to make resilience go away: Commentary on Infurna and Luthar. *Perspectives on Psychological Science, 11*(2), 195-198. doi:10.1177/1745691615621277

Authors provide commentary on a re-analysis of one of their studies. The original study looked at individuals' subjective well-being before and after divorce, widowhood, and unemployment. The reanalysis was interpreted as there being a decrease in resilience after these events. The authors argue that there are flaws in the claims of the reanalysis, and state that major life stressors do not strongly impact people. The authors conclude by mentioning the prevalence of grief-related issues, and argue that major life stressor do, in fact, cause damage to mental health.

Maercker, A., Hilpert, P., & Burri, A. (2016). Childhood trauma and resilience in old age: Applying a context model of resilience to a sample of former indentured child laborers. *Aging and Mental Health, 20*(6), 616-626. doi:10.1080/13607863.2015.1033677

Resilience was measured among Swiss former indentured child laborers, whose ages average at 80 years old. Resilience was defined by life satisfaction and lack of depression. When participants experienced higher levels of trauma, they displayed increased levels of life satisfaction. Higher levels of trauma had no significant association with depressive symptoms.

Martin, A. S., Distelberg, B., Palmer, B. W., & Jeste, D. V. (2015). Development of a new multidimensional individual and interpersonal resilience measure for older adults. *Aging and Mental Health, 19*(1), 32-45. doi:10.1080/13607863.2014.909383

The authors conducted a cross-sectional study with adults (50-99 years old) to evaluate resilience. Participants were asked to respond to 47 pages of questions on physical and mental health, social support, and perspective on life. Researchers identified the lack of resilience assessments and scale that focus on older adults, so they identified "resilience protective factors" that include self-efficacy, access to support network, optimism, perceived economic and

social resources, spirituality and religiosity, relational accord, emotional expression and communication, emotional regulation.

Sheikh, M. A. (2018). Child maltreatment, psychopathological symptoms, and onset of diabetes mellitus, hypothyroidism and COPD in adulthood. *Journal of Affective Disorders*, 241(1), 80–85. doi:10.1016/j.jad.2018.07.085

Following a growing body of research suggesting a link between childhood maltreatment and disease in adulthood, this study looked into associations between child maltreatment, psychopathological symptoms, and the onset of diabetes, hypothyroidism and COPD in adulthood. The study consisted of 12,981 responses to a questionnaire about exposure to child maltreatment, physical health outcomes, and current psychopathological symptoms. The results show that child maltreatment was associated an increased risk of physical health outcomes by 27-82%. Additionally, psychopathological symptoms significantly mediate the relationship between child maltreatment and physical health outcomes.

Families

Criss, M. M., Henry, C. S., Harrist, A. W., & Larzelere, R. E. (2015). Interdisciplinary and innovative approaches to strengthening family and individual resilience: An introduction to the special issue. *Family Relations*, 64(1), 1-4. <https://doi.org/10.1111/fare.12109>

This special issue presents interdisciplinary and innovative perspectives on family and individual resilience. In this introduction, the authors provide an overview of this collection of conceptual and empirical articles that are organized by four categories: families as contexts, families as systems, intervention and policy implications, and methodological considerations. In addition, the authors highlight how resilience was conceptualized and operationalized in these works. This special issue is intended to stimulate the further study of family and individual resilience, especially research that focuses on interdisciplinary collaboration which we feel will only enhance the understanding of this area of research.

Distelberg, B. J., Martin, A. S., Borieux, M., & Oloo, W. A. (2015). Multidimensional family resilience assessment: The individual, family, and community resilience (IFCR) profile. *Journal of Human Behavior in the Social Environment*, 25(6), 552-570. doi:10.1080/10911359.2014.988320

Researchers surveyed 650 low-income families to assess the reliability of The Individual, Family, and Community Resilience Profile (IFCR), a 75 item survey that reports resilience at different dimensions. 20 dimensions of resilience were identified, including self-esteem, safety,

and community efficacy. Researchers concluded the IFCR produced valid and reliable results and that the survey could predict education levels, employment, and mental health.

Gauvin-Lepage, J., Malo, D., & Lefebvre, H. (2015). Family resilience following a physical trauma and efficient support interventions: A critical literature review. *Journal of Rehabilitation*, 81(3), 34-42. Retrieved from <http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=1&sid=eb5a4b69-d3ab-4a67-b452-be3cb4f9a3f2%40sessionmgr120>

Resilience has long been a topic of study in various fields, and in recent decades many researchers and clinicians have focused on the literature dealing with family resilience, specifically the resilience of parents with children who have suffered a trauma. Inspired by empirical and theoretical studies on resilience, health care professionals working with families are increasingly trying to develop interventions that could facilitate or support family resilience. This article critically analyses the knowledge currently available in this field by first examining the literature on family resilience in the context of physical traumas and then research studies focused on interventions that foster family resilience.

McKinley, C. E. & Theall, K. P. (2021). Weaving healthy families program: promoting resilience while reducing violence and substance use. *Research on Social Work Practice* 31(5), 476-492. <https://doi.org/10.1177%2F1049731521998441>

We examine pilot results for the culturally adapted Weaving Healthy Families (WHF) program to promote resilience and wellness while preventing substance abuse and violence among Native American (NA) families. Results were drawn from paired sample t tests and analyses of variance (ANOVA) with a convenience sample of 24 adults and adolescents from eight NA families (pretest, posttest, and, where available, 6-month post intervention). Along with substance abuse reduction and prevention, t test results indicated reductions in (a) adult depressive symptoms and improvements in adult conflict resolution and health behaviors; (b) adolescent wellness; and (c) adult and adolescent resilience, communal mastery, social support, and sugar-sweetened beverage consumption. ANOVA tests revealed reductions in adult psychological and physical violence and improvements in adult and adolescent family resilience, family environment, and emotional regulation. Results reveal promising preliminary results for the WHF program to promote resilience and thriving while reducing risk for substance abuse and violence in NA families.

Oswald, R. F. (2002). Resilience within the family networks of lesbians and gay men: Intentionality and redefinition. *Journal of Marriage and Family*, 64(2), 374-383. <http://dx.doi.org/10.1111/j.1741-3737.2002.00374.x>

This article reviews the literature on gay and lesbian family networks as a way to identify the resilience processes that enable members to create and strengthen their family networks. Two processes, intentionality and redefinition, were identified. Intentionality refers to behavioral strategies that legitimize and support relationships. Redefinition refers to meaning making strategies that create linguistic and symbolic structures to affirm one's network. Brief comparisons are made to the literature on resilience in ethnic minority families, and careful study of the similarities and differences between gay and lesbian family networks, and other marginalized families, is urged.

Orthner, D. K., Jones-Sanpei, H., & Williamson, S. (2004). The resilience and strengths of low-income families. *Family Relations*, 53(2), 159-167.

This study examines indicators of family strength among a random sample of low-income households with children. The Family Strength Index assesses strength according to economic, problem-solving, communication, family cohesion, and social support assets. Variations in family strength are explained according to parental status and level of employment. Logistic regression is used to examine the contribution of assets to family outcomes. Findings indicate that relationship assets such as communication, problem solving, and social support predict positive outcomes for low-income families.

Patterson, J. M. (2002). Integrating family resilience and family stress theory. *Journal of Marriage and Family*, 64(2), 349-360. <https://doi.org/10.1111/j.1741-3737.2002.00349.x>

The researchers examined the connection between family resilience and the Family Stress Theory using the Family Adjustment and Adaptation Response Model. Family protective factors from stress include cohesiveness, flexibility, and effective communication skills. Resilience among families is based on internal processes and their position in their social environment (institutional racism, poverty, etc.).

Ungar, M. (2016). Varied patterns of family resilience in challenging contexts. *Journal of Marital & Family Therapy*, 42(1), 19-31. doi:10.1111/jmft.12124

While we know much about patterns of family resilience, most of our research and clinical discussion has focused on microsystemic, intrafamilial protective processes. We have far fewer maps of the bidirectional interactions between families and other systems that contribute

to successful family adaptation in challenging contexts. The purpose of this article is to address this gap in knowledge and present a map of family resilience that is both systemic and contextually and culturally responsive. Seven specific patterns of family resilience are reviewed. Combined, they account for the varied adaptational patterns families use to nurture and sustain resilience. The article concludes with reflection on how we can assess family resilience and the application of this map to family therapy.

Walsh, F. (2004). A family resilience framework: Innovative practice applications. *Family Relations*, 51(2), 130-137. <https://doi.org/10.1111/j.1741-3729.2002.00130.x>

The author evaluates the importance of shifting clinical practice from looking at family failures to family strengths. They establish a family resilience framework for clinicians to integrate into their practice to use a family strengths approach. Three key processes of family resilience were identified: belief systems, organizational patterns, and communication processes. Belief systems include defining adversity, spirituality, and positive outlook. Organizational patterns include flexibility, connectedness, and social and economic resources. Communication processes include clarity, emotional openness, and collaborative problem solving.

Women

Clonan-Roy, K., Jacobs, C., E. & Nakkula, M. J. (2016). Towards a model of positive youth development specific to girls of color: Perspectives on development, resilience, and empowerment. *Gender Issues*, 33(2), 96-121. doi:10.1007/s12147-016-9156-7

This article outlines a model to provide a new, feminist perspective on adolescent development for girls of color. Authors derived their model from the Positive Youth Development (PYD) model which “can work to promote positive outcomes rather than focusing on avoiding negative or undesirable behaviors”. Authors modify the PYD model to add resistance and resilience to the existing Five Cs (caring & connection, competence, character, contribution, and confidence). Resistance is explained as speaking up and standing up for themselves. The authors state resilience is necessary for girls of color to respond to challenges placed on them by “the dominant society”.

Conder, J. A., Mirfin-Veitch, B. F., & Gates, S. (2015). Risk and resilience factors in the mental health and well-being of women with intellectual disability. *Journal of Applied Research in Intellectual Disabilities*, 28(6), 572-583. doi:10.1111/jar.12153

Researchers conducted a qualitative study to assess resilience factors among women ages 21-65 with intellectual disabilities. Resilience was categorized by the importance of relationships with family and friends, keeping busy, and autonomy and happiness. Obstacles to resilience included abuse, long-term stress, and medication. Participants with severe mental health diagnosis faced lack support and more barriers to resilience. Most participants showed high levels of resilience when in a supportive environment.

Fan, M., Cai, W., Jiang, L. (2021). Can team resilience boost team creativity among undergraduate students? A sequential mediation model of team creative efficacy and team trust. *Frontiers in Psychology, 12.* 1-14. <https://doi.org/10.3389/fpsyg.2021.604692>

Although recent literature has highlighted the critical role of resilience in creativity literature, existing findings have failed to indicate the processes through which resilience contributes to creativity at the graduate level. The current study fills this gap by hypothesizing the influence of team resilience on team creativity through a sequential mediating mechanism. A time lagged research study was conducted, and a sample of 201 undergraduate students and their teacher filled out questionnaires at three different time points (with 2-week intervals). After aggregating the data at the team level, we employed the PROCESS macro in SPSS to analyze data and test all the hypotheses through performing a sequential mediation analysis. We found that (a) team resilience would predict team creativity; and (b) team efficacy and team trust sequentially mediated the relation between team resilience and team creativity. The results in our study advance the emergent literature on linking resilience and creativity for the practical applications of resilience and creativity in education settings.

Haffejee, S. S., & Theron, L. (2017). Resilience processes in sexually abused adolescent girls: A scoping review of the literature. *South African Journal of Science, 113*(9/10), 31-39. <http://dx.doi.org/10.17159/sajs.2017/20160318>

This article includes a literature review, collecting information on existing research on adolescent girls who have experienced CSA. The researchers explain the benefit of the “ecologically grounded understanding of resilience”, which encourages the girl’s support system and environment to build her resilience, instead of the burden falling on the girl alone. Some of the systems that could assist a girl in building resilience include older women who have also experienced abuse, religious and cultural values and practices, and social and community systems.

Kramer, N. M., Johnson, N. L., & Johnson, D. M. (2015). Is John Henryism a resilience factor in women experiencing intimate partner violence? *Anxiety, Stress & Coping*, 28(6), 601-616. doi:10.1080/10615806.2014.1000879

Researchers conducted a correlational study to identify the effects of “John Henryism”, or “a predisposed active coping mechanism” associated with African American resilience, among survivors of IPV. John Henryism was tested by comparing 81 African American IPV survivors to 100 Caucasian IPV survivors. Caucasian participants reported more depressive symptoms than African American participants. There was no significant difference between races on PTSD or John Henryism. When Caucasian women reported higher rates of John Henryism, the coping mechanism acted as a protective factor for PTSD, resulting in less severe symptoms.

Loh, J., & Dahehsari, R. (2013). Resilience and economic empowerment: A qualitative investigation of entrepreneurial Indonesian women. *Journal of Enterprising Culture*, 21(1), 107-121. doi:10.1142/S0218495813500052

This article includes a study of Indonesian women entrepreneurs to identify their daily challenges and their coping strategies. Some of these challenges include balancing home and work life and holding a non-traditional role of owning a business. 93% of participants reported having characteristics that makes their business successful, including motivation and positive thinking. These participants self-identified as resilient in the face of challenges and adversity.

Paat, Y. (2014). Risk and resilience of immigrant women in intimate partner violence. *Journal of Human Behavior in the Social Environment*, 24(7), 725-740. doi:10.1080/10911359.2013.853018

Based on a literature review, the article identifies six cultural and structural factors that impact Immigrant women’s level of resilience to IPV, including acculturation, cultural mechanisms, mental health, structural elements, legal contexts, and social support. Researchers defined resilience differently compared to resilience among other populations because of the different culture and circumstances of these women. Resilience is defined as “the adaptation process developed by immigrant women to regain and maintain their optimal daily functioning.”

******Renfro, S. (2020). Building a life despite it all: Structural oppression and resilience of undocumented Latina migrants in central Florida. *The Journal of Undergraduate Ethnography*, 10(1), 35-52. <https://doi.org/10.15273/jue.v10i1.9947>**

Immigrants to the United States encounter a multitude of challenges upon arriving. This is further complicated if migrants arrive without legal status and even more so if these migrants are women. Kimberlé Crenshaw's concept of intersectionality was used to examine interlocking systems of oppression faced by undocumented migrant women living in Central Florida. The research found that undocumented Latina migrants in Central Florida face structural vulnerabilities due to gendered and racist immigration policies and social systems, the oppressive effects of which were only partly mitigated by women's involvement with community organizations. The research exposes fundamental and systemic failures within U.S. immigration policies and demonstrates that U.S. immigration policy must change to address intersectional oppression faced by undocumented Latina migrants.

Snapp, S., Hensley-Choate, & Ryu, E. (2012). A body image resilience model for first-year college women. *Sex Roles*, 67(3-4), 211-221. doi:10.1007/s11199-012-0163-1

This article outlines a model, coined Body Image Resilience Model, with protective factors to improve body image resilience based on a study conducted by the authors. Participants were first-year college women. The protective factors include family social support, perceived sociocultural pressure, and rejection of the Superwoman Ideal, physical self-concept, active coping, and wellness.

LGBT

Beasley, C. R., Jenkins, R. A., & Valenti, M. (2015). Special section on LGBT resilience across cultures: Introduction. *American Journal of Community Psychology*, 55(1-2), 164-166. doi:10.1007/s10464-015-9701-7

This special section addresses a gap area of resilience and LGBT well-being. Although comprehensive global diversity regarding LGBT resilience was challenging to find, the special section includes representation from outside the US (Israel and Hong Kong), ethnic/racially diverse domestic populations, immigration, and one population for which LGBT identities might be considered marginalized-Christians in the US. The full range of LGBT identities are represented in the issue along with persons identifying as queer or questioning, although transgendered people were less well represented than lesbian, gay or bisexual identities.

Dentato, M. P., Orwat, J., Spira, M., & Walker, B. (2014). Examining cohort differences and resilience among the aging LGBT community: Implications for education and practice among an expansively diverse population. *Journal of Human Behavior in the Social Environment*, 24(3), 316-328. doi:10.1080/10911359.2013.831009

“The aging lesbian, gay, bisexual, and transgender (LGBT) community continues to grow considerably while often being faced with unique and unmet needs separate from younger LGBT cohorts or their non-LGBT counterparts. This article explores some of the differences in attitudes among generational cohort groups regarding coming out decisions; sexual risk and safety; the impact of evolving policies within systems and society; as well as the demonstrated strengths and resiliencies of the aging LGBT community. Implications and suggestions for education, training, and best practices among this expansive and diverse population are considered as well as continued research in the field of LGBT aging.”

Emler, C. A. (2016). Social, economic, and health disparities among LGBT older adults. *Generations, 40(2)*, 16-22. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5373809/>

“LGBT older adults are a heterogeneous population with collective and unique strengths and challenges. Health, personal, and economic disparities exist in this group when compared to the general population of older adults, yet subgroups such as transgender and bisexual older adults and individuals living with HIV are at greater risk for disparities and poorer health outcomes. As this population grows, further research is needed on factors that contribute to promoting health equity, while decreasing discrimination and improving competent service delivery.”

Hash, K. K., & Rogers, A. (2013). Clinical practice with older LGBT clients: Overcoming lifelong stigma through strength and resilience. *Clinical Social Work Journal, 41(3)*, 249-257. doi:10.1007/s10615-013-0437-2

“This article provides an overview of the unique challenges and strengths of the older lesbian, gay, bisexual, and transgender (LGBT) population and the theories and evidence-based interventions that can be used to work with them in a clinical setting. Two case studies will be used to highlight potential issues in clinical social work and provide guidance for intervention with LGBT older adults. The article concludes with a summary and implications for clinical social work practice.”

Jackson, K. (2017). Supporting LGBTQ students in high school for the college transition: The role of school counselors. *Professional School Counseling, 20(1a)*, 21-28. doi:10.5330/1096-2409-20.1a.21

“This phenomenological study sought to understand how lesbian, gay, bisexual, transgender, and queer (LGBTQ) college students described their high school experiences and

their later transitions to college. The study data revealed five findings: (a) enduring unsupportive/hostile educational environments, (b) experiencing a lack of family and social support, (c) navigating identity development, (d) developing self-empowerment, and (e) evolving resiliency to life forces. This article discusses study limitations, future directions, and implications for school counseling practice.”

Johnston, T. R. (2017). Two steps forward, one step back: The story of LGBT Gen Xers. *Generations*, 41(3), 9398. Retrieved from <https://www.ingentaconnect.com/contentone/asag/gen/2017/00000041/00000003/art00016?crawler=true>

This article describes in broad strokes what makes LGBT Generation Xers unique. After discussing the major events that shaped Generation X, it explores the situation faced by LGBT Gen Xers, who also are caregivers, and pays special attention to changes in LGBT family structures and support networks in the LGBT community. It concludes with considerations for service providers, advocates, and policy makers.

Flourishing

Lincoln, T.D. (2012). All flourishing? Student experience and gender in a protestant seminary. *Feminist Theory*, 20(2). 97-119. <https://doi.org/10.1177/0966735011425304>

Existing research suggests that men and women have similar reasons for attending North American seminaries and are influenced strongly by faculty while in school. To increase understanding of the experiences of women and men in seminary, this study used interactive qualitative analysis to discover and compare the main themes of seminary experience for men and women at one Protestant seminary. Study results show men and women differed in their perception of how seminary influenced their sense of calling. One third of women interviewed reported experiences of resistance to their pursuit of ministry as a vocation. Further research is needed to explore the mechanisms that continue to reproduce sexism. The author argues that seminaries need to increase the proportion of women faculty members to promote the flourishing of all students.

Thriving

Abraido-Lanza, A. F., Guier, C., & Colon, R. M. (2010). Psychological thriving among Latinas with chronic illness. *Journal of Social Issues*, 54(2). 405-424. <https://doi.org/10.1111/j.1540-4560.1998.tb01227.x>

This study utilizes a 3-year longitudinal design to explore factors that promote thriving among Latinas facing multiple adversity: poverty and chronic illness (specifically, arthritis). From a thriving paradigm, focus is placed on understanding the positive growth and thriving experiences reported by respondents, as well as the social, cultural, and personal resources that promote thriving. In the baseline interview, we employed a qualitative methodology to understand women's experiences of thriving. Women reported a variety of such experiences, the most frequent being enhanced appreciation of life. In the follow-up study, we created a thriving scale based on responses generated at the initial interview and prior research, then examined which of a number of social/cultural and personal factors predicted thriving 3 years after the initial assessment. Only measures of competence (self-esteem and self-efficacy) and psychological well-being were related to thriving. Path analyses testing the causal sequence of these variables revealed that negative affect contributed to decreased self-efficacy and self-esteem, but it did not have a direct or indirect effect on thriving. Greater self-esteem positively predicted thriving. In contrast, positive affect did not contribute to either measure of competence, but had a direct effect on thriving. Results suggest that psychological well-being (not ill-being) promotes thriving.

Beltman, S., Mansfield, C., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6(3). 185-207.
<https://doi.org/10.1016/j.edurev.2011.09.001>

Retaining teachers in the early stages of the profession is a major issue of concern in many countries. Teacher resilience is a relatively recent area of investigation which provides a way of understanding what enables teachers to persist in the face of challenges and offers a complementary perspective to studies of stress, burnout and attrition. We have known for many years that teaching can be stressful, particularly for new teachers, but little appears to have changed. This paper reviews recent empirical studies related to the resilience of early career teachers. Resilience is shown to be the outcome of a dynamic relationship between individual risk and protective factors. Individual attributes such as altruistic motives and high self-efficacy are key individual protective factors. Contextual challenges or risk factors and contextual supports or protective factors can come from sources such as school administration, colleagues, and pupils. Challenges for the future are to refine conceptualizations of teacher resilience and to develop and examine interventions in multiple contexts. There are many opportunities for those who prepare, employ and work with prospective and new teachers to reduce risk factors and enhance protective factors and so enable new teachers to thrive, not just survive.

Benson, P.L. & Scales, P.C. (2008). The definition and preliminary measurement of thriving in adolescence. *The Journal of Positive Psychology*, 4(1). 85-104.
<https://doi.org/10.1080/17439760802399240>

We describe 'thriving' as an under-utilized construct that can add value to theory, research, and application in adolescent development. We draw on developmental systems theories to suggest that thriving represents the dynamic and bi-directional interplay of a young person intrinsically animated and energized by discovering his/her specialness, and the developmental contexts (people, places) that know, affirm, celebrate, encourage, and guide its expression. We note that thriving shares some conceptual space with positive psychology and constructs such as competence, developmental assets, and flourishing, but also note how thriving differs from each of these. On both conceptual and empirical grounds, we articulate a case for the unique contribution of thriving as a valid and useful addition to our understanding of human development. We end the paper by describing the exploratory factor analysis and descriptive results of a new survey to measure adolescent thriving that has grown out of the conceptual framework presented here.

Blankenship, K. M. (2010). A race, class, and gender analysis of thriving. *Journal of Social Issues*, 54(2). 393-404. <https://doi.org/10.1111/j.1540-4560.1998.tb01226.x>

Thriving research has been dominated by a psychological perspective. Individuals are typically the unit of analysis and thriving is generally operationalized using psychological measures. This article discusses a race, class, and gender perspective that derives from feminist sociology, as well as its implications for thriving research. This perspective, which focuses on the role of race, class, and gender inequality in organizing social relations, draws attention to the need to recognize that both the likelihood that someone will face a challenge and their ability to thrive in the face of that challenge are determined largely by their location in the social hierarchy. It also demonstrates that distinctions must be made between thriving in the face of the routine challenges of daily life and thriving in the face of challenges that are an extraordinary part of life. Finally, the race, class, and gender perspective has implications for the development of interventions to promote thriving. Each of these issues is elaborated further with illustrations drawn from life history and focus group interviews with and field work conducted among drug-addicted women.

Bundick, M. J., Yeager, D. S., King, P. E., & Damon, W. (2010). Thriving across the life span. In W. F. Overton & R. M. Lerner (Eds.), *The handbook of life-span development*, Vol. 1.

Cognition, biology, and methods (pp. 882–923). John Wiley & Sons, Inc.. <https://doi.org/10.1002/9780470880166.hlsd001024>

This chapter advances a set of definitional criteria synthesizing previous work that we intend to function as the basis for the systematic study of thriving across diverse social and cultural contexts, and at all phases of the life span. We then outline a number of essential assumptions that follow from this definition, and consider the condition of thriving from developmental and more broadly defined psychological perspectives, reviewing the existing scientific literature that has examined thriving and its closely related constructs. Finally, we derive several conclusions regarding the nature and facilitators of thriving throughout the course of human development. The general goals of this chapter are to establish the concept of thriving as a scientifically useful means of analyzing progress toward positive developmental ends and to offer a conceptualization of thriving that represents a first step toward a unifying theory of positive development across the life span.

Carver, C. S. (1998). Resilience and thriving: Issues, models, and linkages. *The Society for the Psychological Study of Social Issues*, 54(2). 245-266.

This article addresses distinctions underlying concepts of resilience and thriving and issues in conceptualizing thriving. Thriving (physical or psychological) may reflect decreased reactivity to subsequent stressors, faster recovery from subsequent stressors, or a consistently higher level of functioning. Psychological thriving may reflect gains in skill, knowledge, confidence, or a sense of security in personal relationships. Psychological thriving resembles other instances of growth. It probably does not depend on the occurrence of a discrete traumatic event or longer term trauma, though such events may elicit it. An important question is why some people thrive, whereas others are impaired, given the same event. A potential answer rests on the idea that differences in confidence and mastery are self-perpetuating and self-intensifying. This idea suggests a number of variables whose role in thriving is worth closer study, including personality variables such as optimism, contextual variables such as social support, and situational variables such as the coping reactions elicited by the adverse event.

Epel, E. S. (1998). Embodying psychological thriving: Physical thriving in response to stress. *The Society for the Psychological Study of Social Issues*, 54(2), 301-322.

In addition to the context of psychological health, thriving can be measured in the context of physical health. Moreover, thriving may be operationalized at a macro level (e.g., improved functional health status following acute illness or injury) or at a micro level (e.g., hormonal balance). The goal of this article is to examine physical thriving at the micro level, by

investigating hormonal responses to stressful situations. In addition, we examine the role that psychological factors play in this relationship. Although stress-induced arousal has traditionally been viewed as negative, certain endocrine responses to stress can be health enhancing. Specifically, we propose that physical thriving results when there is a greater amount of growth promoting or anabolic hormones (e.g., growth hormone) than catabolic hormones (e.g., Cortisol). Characteristics of the stressor (duration, frequency, and controllability) as well as psychological moderators such as one's cognitive appraisal of the stressor (threat versus challenge) play a role in determining the profile of response to stress. When an individual appraises intermittent stressors as controllable, she or he may display a resilient profile of stress hormone responding—rapid Cortisol responses with quick recovery, and more importantly, Cortisol adaptation when faced with similar stressors over time. This stress response is in turn related to better health. To substantiate some of these issues, we present data from a study examining women's Cortisol reactivity in response to a repeated laboratory stressor and their self-reported growth from facing trauma. The results suggest that women who have grown psychologically from trauma may show quicker Cortisol habituation to other stressors. Cortisol adaptation to stress may serve as one potential marker of resilient psychological and physical functioning.

Lerner, R. M., Dowling, E. M., & Anderson, P. M. (2010). Positive youth development: Thriving as the basis of personhood and civil society. *Applied Development Science*, 7(3). 172-180. https://doi.org/10.1207/S1532480XADS0703_8

Theoretical issues pertinent to a dynamic, developmental systems understanding of positive youth development and the thriving process in such development are discussed. Thriving involves relative plasticity in human development and adaptive regulations of person–context relations. An integrated moral and civic identity and a commitment to society beyond the limits of one's own existence enable thriving youth to be agents both in their own, healthy development and in the positive enhancement of other people and of society. Thriving youth become generative adults through the progressive enhancement of behaviors that are valued in their specific culture and that reflect the universal structural value of contributing to civil society.

Matelski, M. H. (2016). *Adaptive appraisals: The role of high quality supportive interactions in helping students cope with adversity and thrive in STEM* (Order No. 10142537). Available from ProQuest Dissertations & Theses Global. (1807962251). <https://login.proxy.lib.fsu.edu/login?url=https://www.proquest.com/dissertations->

theses/adaptive-appraisals-role-high-quality-supportive/docview/1807962251/se-2?accountid=4840

In the fields of Science, Technology, Engineering, and Mathematics (STEM), women and certain ethnic minorities are underrepresented and have higher rates of attrition in STEM education. STEM educators have combated this issue by creating programs that foster supportive relationships between STEM students, their peers, and faculty. Sense of belonging is a key variable that may explain this process because it is related to perceptions of support and positive student outcomes, and can be eroded by negative experiences related to being stereotyped. These findings suggest that STEM programs should provide opportunities for STEM students to interact with each other, as these peer interactions likely help authenticate students' experiences of adversity, ultimately reducing attrition in STEM.

Consoli, M. L. M., Delucio, K., Noriega, E., Llamas, J. (2015). Predictors of resilience and thriving among Latina/o undergraduate students. *Hispanic Journal of Behavioral Sciences*, 37(3). 304-318. <https://doi.org/10.1177%2F0739986315589141>

Previous studies of Latina/o well-being indicate that supportive family members, religion or spirituality, and cultural values (e.g., familismo) aid in coping with adversities. The purpose of the present study was to examine the role of several factors (spirituality, hope, social support, and cultural values) in predicting resilience and thriving in Latina/o undergraduates (N = 121). Two hierarchical multiple regression analyses were conducted to examine the unique contributions of the predictors to resilience and thriving. Results demonstrated differences between resilience and thriving as evidenced by the fact that they have different predictor variables. For example, hope was a predictor variable for both constructs, but spirituality was a significant predictor only for thriving. Implications for research and practice and future directions are discussed.

Prem, R., Ohly, S., Kubicek, B., & Korunka, C. (2016). Thriving on challenge stressors? Exploring time pressure and learning demands as antecedents of thriving at work. *Journal of Organizational Behavior*, 38(1). 108-123. <https://doi.org/10.1002/job.2115>

In the conceptualization of thriving at work, it is emphasized that employees' learning and vitality are two equally important components of thriving and that thriving is facilitated by contextual features and available resources. In this study, we examined the effects of two challenge stressors (time pressure and learning demands) on thriving at work. Based on the literature on challenge and hindrance stressors, we proposed that challenge stressors positively affect learning and negatively affect vitality. To uncover underlying mechanisms, we measured

challenge appraisal and hindrance appraisal of work situations in a diary study. A sample of 124 knowledge workers responded to three daily surveys (before the lunch break, during the afternoon, and at the end of the workday) for a period of five workdays. Results indicate that the indirect effects of learning demands and time pressure on learning are mediated by challenge appraisal, whereas indirect effects of learning demands on vitality are mediated by hindrance appraisal. Overall, our study shows that challenge stressors have a positive total effect on learning but no total effect on vitality. These differential relationships call for a finer distinction between the two components of thriving at work in future research.

Schreiner, L.A. (2010). Thriving in community. *About Campus*, 15(4). 2-11.

<https://doi.org/10.1002/abc.20029>

In the final part of this series on student thriving, Laurie Schreiner describes how students who thrive turn outward and engage with the world through healthy interpersonal relationships and service to their communities.

Spreitzer, G., Sutcliffe, K., Dutton, J., Sonenshein, S., & Grant, A. M. (2005). A socially embedded model of thriving at work. *Organization Science*, 16(5). 453-562.

<https://doi.org/10.1287/orsc.1050.0153>

Thriving describes an individual's experience of vitality and learning. The primary goal of this paper is to develop a model that illuminates the social embeddedness of employees' thriving at work. First, we explain why thriving is a useful theoretical construct, define thriving, and compare it to related constructs, including resilience, flourishing, subjective well-being, flow, and self-actualization. Second, we describe how work contexts facilitate agentic work behaviors, which in turn produce resources in the doing of work and serve as the engine of thriving. Third, we describe how thriving serves as a gauge to facilitate self-adaptation at work. We conclude by highlighting key theoretical contributions of the model and suggesting directions for future research.

Resilience Scale

Briganti, G. & Linkowski, P. (2019). Item and domain network structures of the Resilience Scale for Adults in 675 university students. *Epidemiology and Psychiatric Sciences*, 29, E33. doi:10.1017/S2045796019000222

The Resilience Scale for Adults (RSA) is a questionnaire that measures protective factors of mental health. The aim of this paper is to perform a network analysis of the RSA in a dataset composed of 675 French-speaking Belgian university students, to identify potential targets for

intervention to improve protective factors in individuals. We estimated a network structure for the 33-item questionnaire and for the six domains of resilience: perception of self, planned future, social competence, structured style, family cohesion and social competence. Node predictability (shared variance with surrounding nodes in the network) was used to assess the connectivity of items. An exploratory graph analysis (EGA) was performed to detect communities in the network: the number of communities detected being different than the original number of factors proposed in the scale, we estimated a new network with the resulting structure and verified the validity of the new construct which was proposed. We provide the anonymized dataset and code in external online materials ([10.17632/64db36w8kf.2](https://doi.org/10.17632/64db36w8kf.2)) to ensure complete reproducibility of the results. The network composed of items from the RSA is overall positively connected with strongest connections arising among items from the same domain. The domain network reports several connections, both positive and negative. The EGA reported the existence of four communities that we propose as an additional network structure. Node predictability estimates show that connectedness varies among the items and domains of the RSA.

Cassidy, S. (2016). The academic resilience scale (ars-30): a new multidimensional construct measure. *Frontiers in Psychology*, 7. 1-11. <https://doi.org/10.3389/fpsyg.2016.01787>

Resilience is a psychological construct observed in some individuals that accounts for success despite adversity. Resilience reflects the ability to bounce back, to beat the odds and is considered an asset in human characteristic terms. Academic resilience contextualizes the resilience construct and reflects an increased likelihood of educational success despite adversity. The paper provides an account of the development of a new multidimensional construct measure of academic resilience. The 30 item Academic Resilience Scale (ARS-30) explores process—as opposed to outcome—aspects of resilience, providing a measure of academic resilience based on students’ specific adaptive cognitive-affective and behavioral responses to academic adversity. Findings from the study involving a sample of undergraduate students (N = 532) demonstrate that the ARS-30 has good internal reliability and construct validity. It is suggested that a measure such as the ARS-30, which is based on adaptive responses, aligns more closely with the conceptualization of resilience and provides a valid construct measure of academic resilience relevant for research and practice in university student populations.

Connor, K. M. & Davidson, J. R. T. (2003). Development of a new resilience scale: The connor-davidson resilience scale (CD-RISC). *Depression & Anxiety*, 18(2). 76-82. <https://doi.org/10.1002/da.10113>

Resilience may be viewed as a measure of stress coping ability and, as such, could be an important target of treatment in anxiety, depression, and stress reactions. We describe a new rating scale to assess resilience. The Connor-Davidson Resilience scale (CD-RISC) comprises of 25 items, each rated on a 5-point scale (0–4), with higher scores reflecting greater resilience. The scale was administered to subjects in the following groups: community sample, primary care outpatients, general psychiatric outpatients, clinical trial of generalized anxiety disorder, and two clinical trials of PTSD. The reliability, validity, and factor analytic structure of the scale were evaluated, and reference scores for study samples were calculated. Sensitivity to treatment effects was examined in subjects from the PTSD clinical trials. The scale demonstrated good psychometric properties and factor analysis yielded five factors. A repeated measures ANOVA showed that an increase in CD-RISC score was associated with greater improvement during treatment. Improvement in CD-RISC score was noted in proportion to overall clinical global improvement, with greatest increase noted in subjects with the highest global improvement and deterioration in CD-RISC score in those with minimal or no global improvement. The CD-RISC has sound psychometric properties and distinguishes between those with greater and lesser resilience. The scale demonstrates that resilience is modifiable and can improve with treatment, with greater improvement corresponding to higher levels of global improvement.

Hjemdal, O., Friborg, O., Braun, S., Kempnaers, C., Linkowski, P., & Fossion, P. (2011). The resilience scale for adults: construct validity and measurement in a Belgian sample.

International Journal of Testing, 11(1). 53-70.

<https://doi.org/10.1080/15305058.2010.508570>

The Resilience Scale for Adults (RSA) was developed and has been extensively validated in Norwegian samples. The purpose of this study was to explore the construct validity of the Resilience Scale for Adults in a French-speaking Belgian sample and test measurement invariance between the Belgian and a Norwegian sample. A Belgian student sample (N = 363) completed the RSA, the Hopkins Symptom Checklist-25 (HSCL-25), and Sense of Coherence Scale (SOC-29). A Norwegian second sample (N = 315) was included in the analyses of invariance of the RSA. There were expected positive and negative significant correlations with SOC-29 and HSCL-25, respectively. The metric invariance was supported, with the exception of one of the six RSA factors. The findings demonstrate that the RSA may be a valid and reliable self-report measure of protective factors and further the results also indicated cross-cultural validity for the RSA in a French-speaking Belgian sample.

Lock, S., Rees, C. S., Heritage, B. (2020). Development and validation of a brief measure of psychological resilience: The state-trait assessment of resilience scale. *Australian Psychologist*, 55(1). 10-25. <https://doi.org/10.1111/ap.12434>

Resilience, the ability to bounce back from adversity or change, has undergone many varying conceptualizations, with the most recent consensus being that a combination of state and trait factors are relevant to the consideration of this construct. However, there currently exists no instruments that measure resilience with a state and trait approach, therefore this research aimed to develop and validate the state–trait assessment of resilience scale (STARS).

Madsen, M. D. & Abell, N. (2010). Trauma resilience scale: validation of protective factors associated with adaptation following violence. *Research on Social Work Practice* 20(2). 223-233. <https://doi.org/10.1177%2F1049731509347853>

The Trauma Resilience Scale (TRS), assessing protective factors associated with positive adaptation following violence, was tested in three waves of data collection. Empirical and theoretical literature shaped subscale and item formation emphasizing resilience following physical abuse, sexual abuse, intimate partner violence, and/or a serious threat or injury to life. Methods: Content validation experts helped refine items. The three-factor model, including problem solving, relationships, and optimism, was tested (n = 270). A four-factor model adding spirituality was also tested (n = 307). Results: Both models demonstrated strong reliability, validity, and factor analyses results. However, the four-factor model was best supported by the data. Conclusions: Both global scales and individual factor subscales are supported for clinical and research administrations.

Nakaya, M., Oshio, A., Kaneko, H. (2006). Correlations for adolescent resilience scale with big five personality traits. *Psychological Reports*, 98(3). 927-930. <https://doi.org/10.2466%2Fpr0.98.3.927-930>

Currently, individuals tend to encounter many unavoidable, painful events and hardships in the process of growth and development. To lead one's life adapting to these social conditions, it is necessary to maintain one's mental health even while experiencing challenging events; in other words, resilience is required. This study of 130 undergraduates focused on the Adolescent Resilience Scale which assesses capacity for successful adaptation despite challenging or threatening circumstances and examined correlations with scores on the Big Five Personality Inventory. A significant negative correlation of $-.59$ ($p < .001$) was noted for scores on the Adolescent Resilience Scale and the Neuroticism dimension of the Big Five Personality Inventory, accounting for 35% of the variance, and positive values with the Extraversion, Openness, and

Conscientiousness dimensions ($r_s = .37, .40, .48$, accounting for 14, 16, and 18% of the variance, respectively). Personalities of adolescents who have psychological traits leading to resilience may be partially predicted using these results.

Oshio, A., Kaneko, H., Nagamine, S., Nakaya, M. (2003). Construct validity of the adolescent resilience scale. *Psychological Reports, 97*. 1217-1222.

The aim of this study was to assess the construct validity of the Adolescent Resilience Scale which measures the psychological features of resilient individuals. Research involving this scale, the Negative Life Events Scale, and the General Health Questionnaire was conducted with a group of 207 Japanese undergraduate students (104 men and 103 women; M age = 20.2 yr., $SD = .9$). A cluster analysis for the Negative Life Events Scale and General Health Questionnaire yielded three clusters: (1) mentally healthy with little experience of Negative Life Events, (2) poorer mental health with many experiences of Negative Life Events, (3) mentally healthy despite many experiences of Negative Life Events. These three groups were defined as (1) Well Adjusted, (2) Vulnerable, and (3) Resilient, respectively. Mean differences in scores on the Adolescent Resilience Scale among the three groups were subjected to one-way analysis of variance. The mean scores of both the Well Adjusted and Resilient groups were higher than that of the Vulnerable group, and therefore support the construct validity of the Adolescent Resilience Scale.

Ryan, L. & Caltabiano, M. L. (2009). Development of a new resilience scale: the resilience in midlife scale (RIM scale). *Asian Social Science, 5*(11). 39-51.

<http://dx.doi.org/10.5539/ass.v5n11p39>

Resilience, the ability to maintain or regain positive levels of functioning despite adversity, is one of several strengths that can assist people in positive life adaptation. Midlife (35 - 60 years) is a period when individuals need to adapt to several major changes and challenges. However, no scale exists to measure resilience specifically in the midlife population. Therefore, this study develops a new scale to measure resilience in midlife. The RIM scale consists of 25 items, each self-rated on a 5-point scale (0-4), with higher scores reflecting greater resilience. The scale was administered to a sample of 130 men and women, aged 35 - 60 years, from the normal population. The reliability, validity and factor analytic structure of the scale were evaluated, and reference scores established. The RIM scale demonstrated sound psychometric properties and factor analysis yielded five factors. The RIM scale has potential utility in clinical and research settings.

Sharma, S. & Sharma, S. K. (2016). Team resilience: scale development and validation. *Vision*, 20(1). 37-53. <https://doi.org/10.1177%2F0972262916628952>

Resilience is of great importance for teams working in complex and unstable environments. Team resilience is the ability of the teams/groups to bounce back and sustain in the facade of adverse conditions. Research reveals that resilient teams are more likely to be productive, agile and innovative during the turbulent times. However, despite the growing importance of the concept, there is lack of reliable and valid scale to measure team resilience in the literature. Keeping this gap in mind the study aims to design and develop a reliable and valid measure to assess the resilience capacity of the teams. Findings of the study reveal that team resilience is a hierarchical and multidimensional scale comprising of four primary dimensions along with 10 sub-dimensions. Psychometric evaluation and validation has been done using 160 responses from 12 IT companies located in India. The instrument may be used as a diagnostic tool for identifying team resilience capacity and thereby acts as a starting point for increasing team resilience. Moreover, identifying teams with lower resilience scores may assist organizations in tailoring strategies that might improve the teams' effectiveness.

Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The brief resilience scale: Assessing the ability to bounce back. *International Journal of Behavioral Medicine*, 15. 194-200. <https://doi.org/10.1080/10705500802222972>

While resilience has been defined as resistance to illness, adaptation, and thriving, the ability to bounce back or recover from stress is closest to its original meaning. Previous resilience measures assess resources that may promote resilience rather than recovery, resistance, adaptation, or thriving. The purpose was to test a new brief resilience scale. The brief resilience scale (BRS) was created to assess the ability to bounce back or recover from stress. Its psychometric characteristics were examined in four samples, including two student samples and samples with cardiac and chronic pain patients. The BRS was reliable and measured as a unitary construct. It was predictably related to personal characteristics, social relations, coping, and health in all samples. It was negatively related to anxiety, depression, negative affect, and physical symptoms when other resilience measures and optimism, social support, and Type D personality (high negative affect and high social inhibition) were controlled. There were large differences in BRS scores between cardiac patients with and without Type D and women with and without fibromyalgia. The BRS is a reliable means of assessing resilience as the ability to bounce back or recover from stress and may provide unique and important information about people coping with health-related stressors.

Wagnild, G. (2009). A review of the resilience scale. *Journal of Nursing Measurement*, 17(2). 105-113. DOI:10.1891/1061-3749.17.2.105

The purpose of this article is to review 12 completed studies that have used the Resilience Scale (Wagnild & Young, 1993). Completed studies were identified through PubMed and CINAHL. Studies that identified Resilience Scale scores, sample descriptions, and tested relationships between the Resilience Scale and study variables were selected for inclusion. Cronbach's alpha coefficients ranged from .72 to .94 supporting the internal consistency reliability of the Resilience Scale. Hypothesized relationships between the Resilience Scale and study variables (e.g., forgiveness, stress, anxiety, health promoting activities) were supported strengthening the evidence for construct validity of the Resilience Scale. In the studies reported here, the Resilience Scale has been used with a variety of individuals of different ages, socioeconomic, and educational backgrounds. The Resilience Scale has performed as a reliable and valid tool to measure resilience and has been used with a wide range of study populations.

Xiaonan, Y., & Jianxin, Z. (2007). A comparison between the Chinese version of ego-resiliency scale and connor-davidson resilience scale. *Psychological Science (China)*, 30(5). 1169-1171.

To investigate the psychometric characteristics of the Chinese version of Ego-Resiliency Scale, its relationship with Connor-Davidson Resilience Scale, and their applications to Chinese people, the Ego-Resiliency Scale, Connor-Davidson Resilience Scale, Self-Esteem Scale, Life Satisfaction Index A, and NEO-Five Factor Inventory were administered to community people. The results indicated that the internal consistent coefficient of Ego-Resiliency Scale was 0.77, which is lower than that of Connor-Davidson Resilience Scale. The correlation coefficient between Ego-Resiliency Scale and Connor-Davidson Resilience Scale was 0.61. When validated against self-esteem, life satisfaction, and the five-factor model of personality, Ego-Resiliency Scale was not significantly correlated with these validating indicators (except for the E of the five-factor model of personality) after the control over the Connor-Davidson Resilience Scale in partial correlation. However, Connor-Davidson Resilience Scale was still significantly correlated with the validating indicators (except for the O personality) after the control over Ego-Resiliency Scale. Our conclusion is that Connor-Davidson Resilience Scale is more effective than Ego-Resiliency Scale in application to Chinese people; Connor-Davidson Resilience Scale is a valuable instrument to measure resilience.

PCEs (Positive Childhood Experiences)

Kosterman, R., Mason, W. A., Haggerty, K. P., Hawkins, J. D., Spoth, R., Redmond, C. (2011). *Journal of Adolescent Health, 49(2).* 180-186.
<https://doi.org/10.1016/j.jadohealth.2010.11.244>

The purpose of this study is to examine positive childhood experiences as predictors of positive adult functioning, including civic involvement, productivity and responsibility, interpersonal connection, and physical exercise; and to examine adolescent substance use as a mediator of prosocial continuity. A total of 429 rural participants were interviewed across seven waves from age 11 to 22 years. Positive childhood experiences predicted significantly better adult functioning for each model, even after accounting for adolescent substance use. Positive childhood experiences also consistently predicted significantly less adolescent substance use. Results were largely consistent across gender and levels of family income.

Merrick, J. S. & Narayan, A. J. (2020). Assessment and screening of positive childhood experiences along with childhood adversity in research, practice, and policy. *Journal of Children and Poverty, 26(2).* 269-281. <https://doi.org/10.1080/10796126.2020.1799338>

Despite empirical evidence documenting the role of positive childhood experiences in predicting adaptation over the lifespan and across generations, this research has not yet been fully integrated into public health and policy efforts. We argue that adults' benevolent childhood experiences (BCEs) should be measured in large-scale data collection efforts, such as statewide surveys, alongside more routinely collected adverse childhood experiences (ACEs). We also outline several recommended strategies in which the assessment and screening of positive childhood experiences could be implemented as a counterpart to community health and primary care screening for childhood adversity in adults, with short- and long-term benefits. Pediatric physicians should screen children and adolescents for their current positive childhood experiences as well. The assessment of positive childhood experiences is essential to empirically identifying resilience resources linked with better long-term adaptation, understanding how positive experiences may counteract the long-term effects of childhood adversity in underserved and traumatized individuals, informing medical providers' knowledge about patients' strengths in addition to challenges, and instilling hope in individuals and families experiencing stress.