



RESILIENCE PROGRAMS IN THE CONTEXT OF COVID-19

Tayyab Rashid, Zachary Zarowsky & Hareem Ashraf
University of Toronto Scarborough, Canada

ARC Explores
April 30, 2021



Acknowledgement

We are all viewing and participating in this webinar on traditional territories of Indigenous peoples of Turtle Island and we want to recognize their contributions to this place and express our gratitude for our ability to come together and learn today.

In acknowledging the land, we also acknowledge that settler colonialism in Canada and the United States is not an event that ended in the past, but rather a structure of violence that continues to reproduce itself on Indigenous lands and in the erasure, genocide, and violence of Indigenous, Black, and Brown bodies. As non-Indigenous settlers who experience colonial privileges, we commit to addressing the interpersonal and systemic oppression on which this violence is perpetrated.



Gratitude

- Dr. Jane Gillham
- Steve Leventhal
- Dr. Afroze Anjum

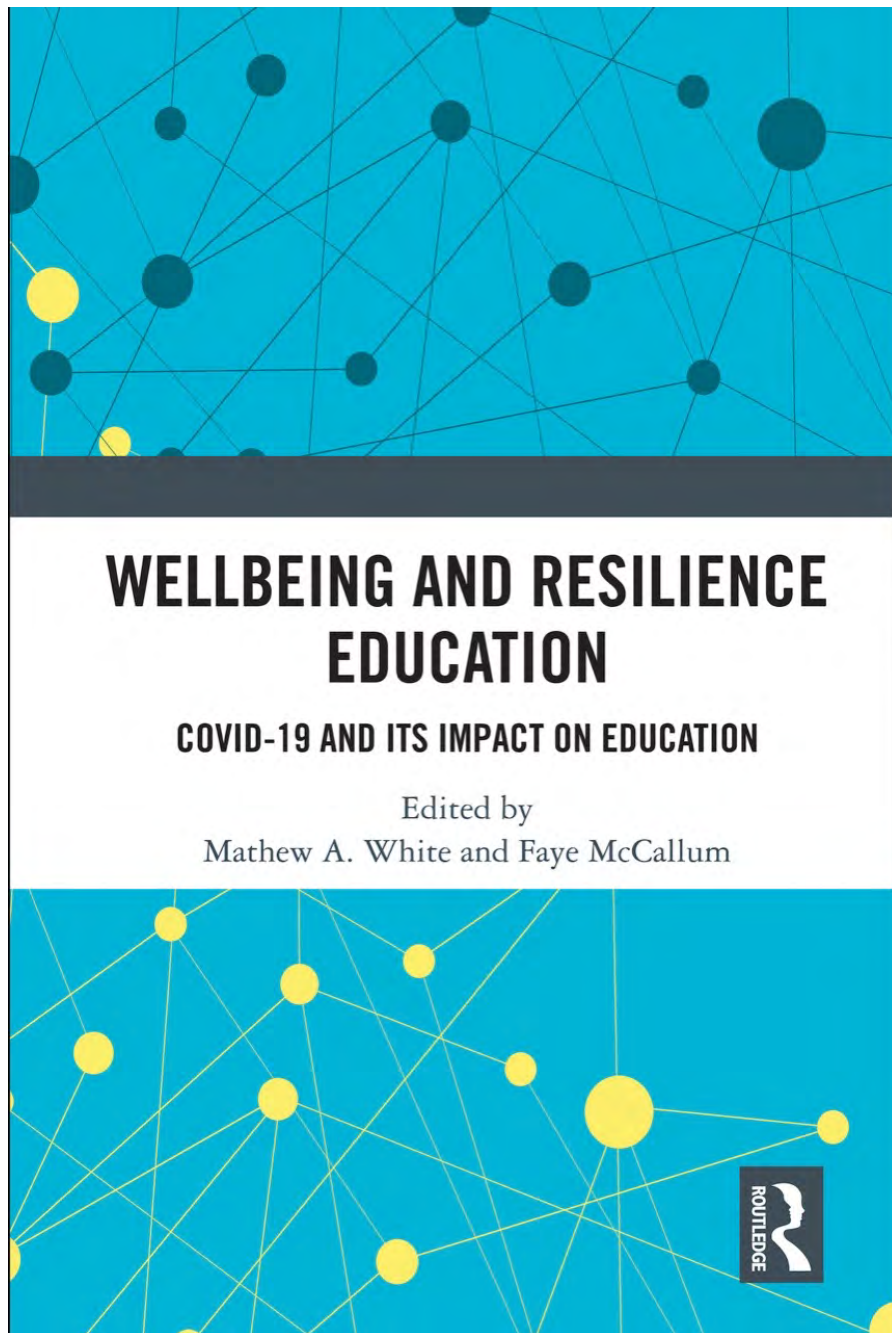


Description of Webinar

We are living through a remarkable time. The COVID-19 pandemic has many people are feeling anxious, irritable, afraid, or ambivalent. Having lived under various COVID-19 directives for more than a year, we miss the vibrance of campus life, and might be anxious about coming academic year

Resilience: Research and application can offer from its scientific insights in terms of dealing with COVID-related anxiety

ARC explore: an attempt to help resilience evidence-based skills that are inclusive, adaptive and pragmatic



8 Designing, delivering, and evaluating resilience programs in post-secondary institutions in times of COVID-19

Ten key considerations

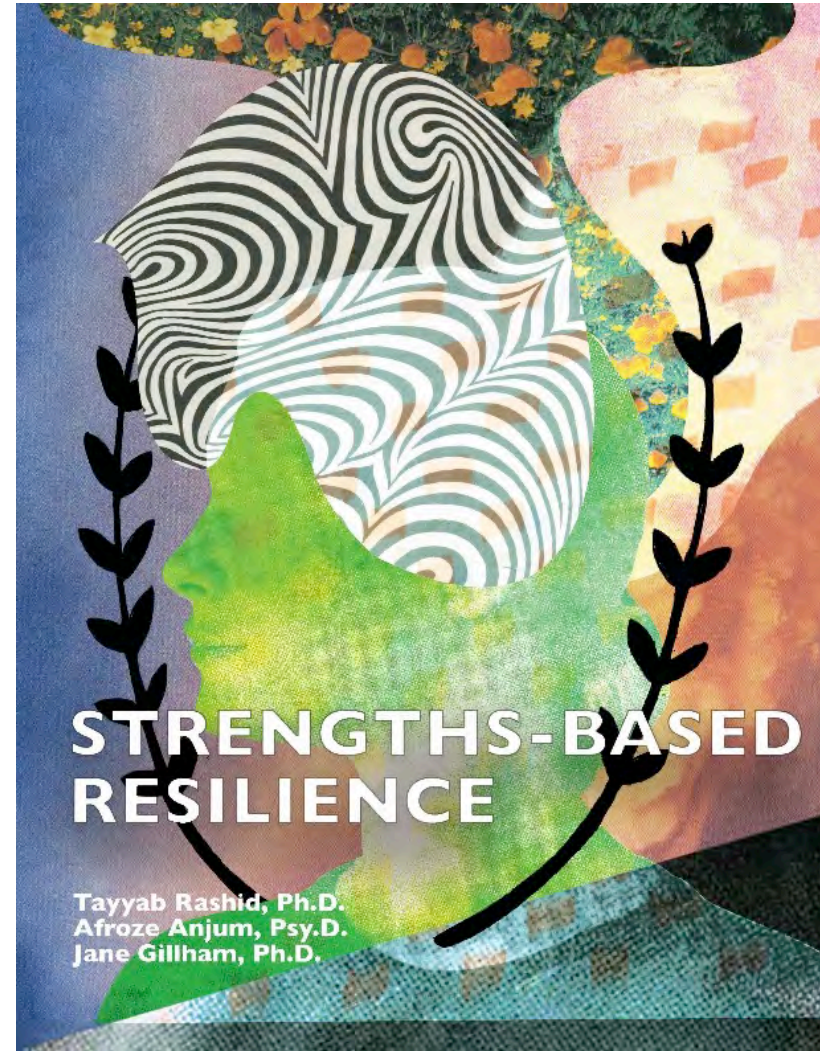
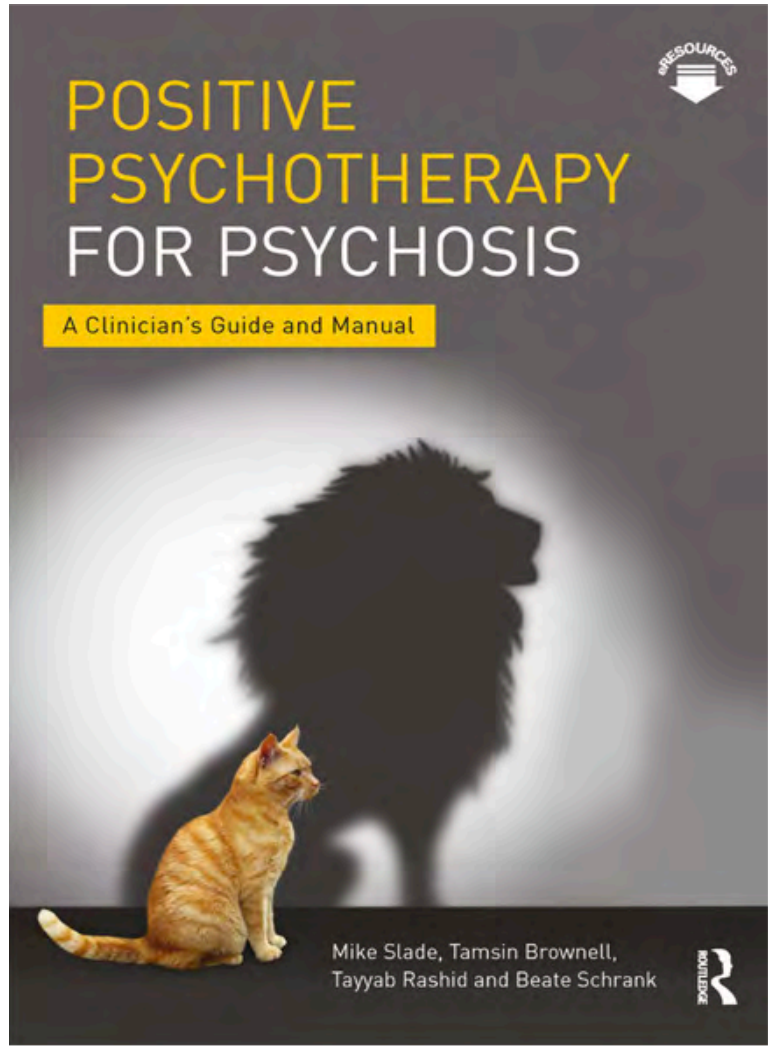
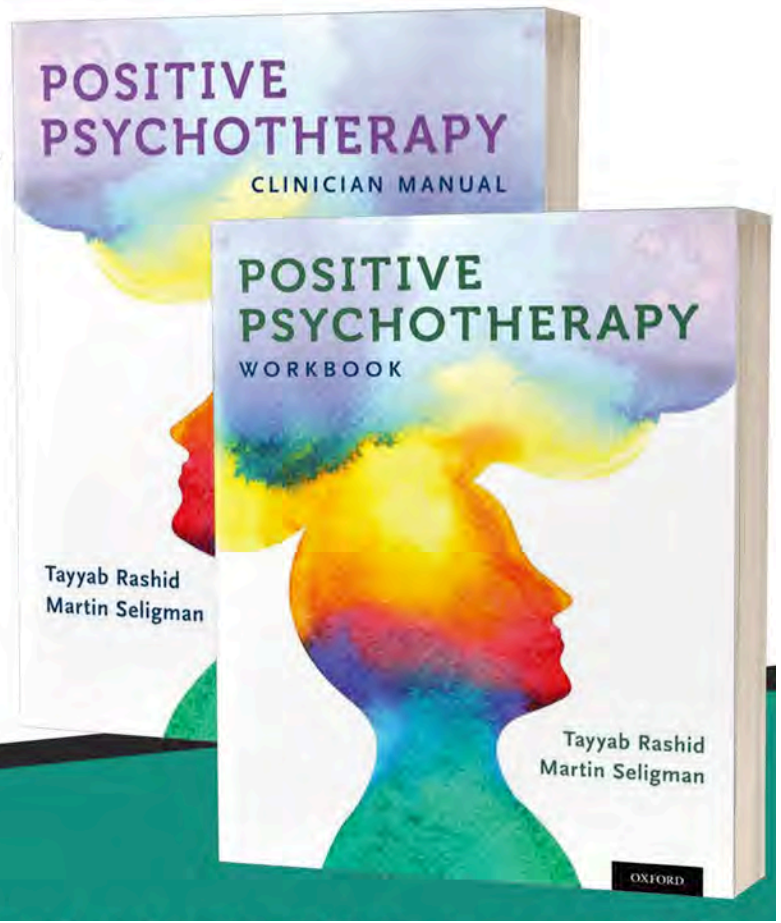
Tayyab Rashid, Jane Gillham, Steve Leventhal, Zachary Zarowsky, and Hareem Ashraf

Rashid, T., Gillham, J., Leventhal, S., Zarowsky, Z., & Hareem, A. (2021). Designing, Delivering and Evaluating programs in post-secondary institutions in times of COVID-19: Ten Key Consideration. In White, M. A., & McCallum, F. (Eds.) *Critical Perspectives on Teaching, Learning, and Leadership: Enhancing Educational Outcomes* (1st ed.). Singapore: Springer.



Outline

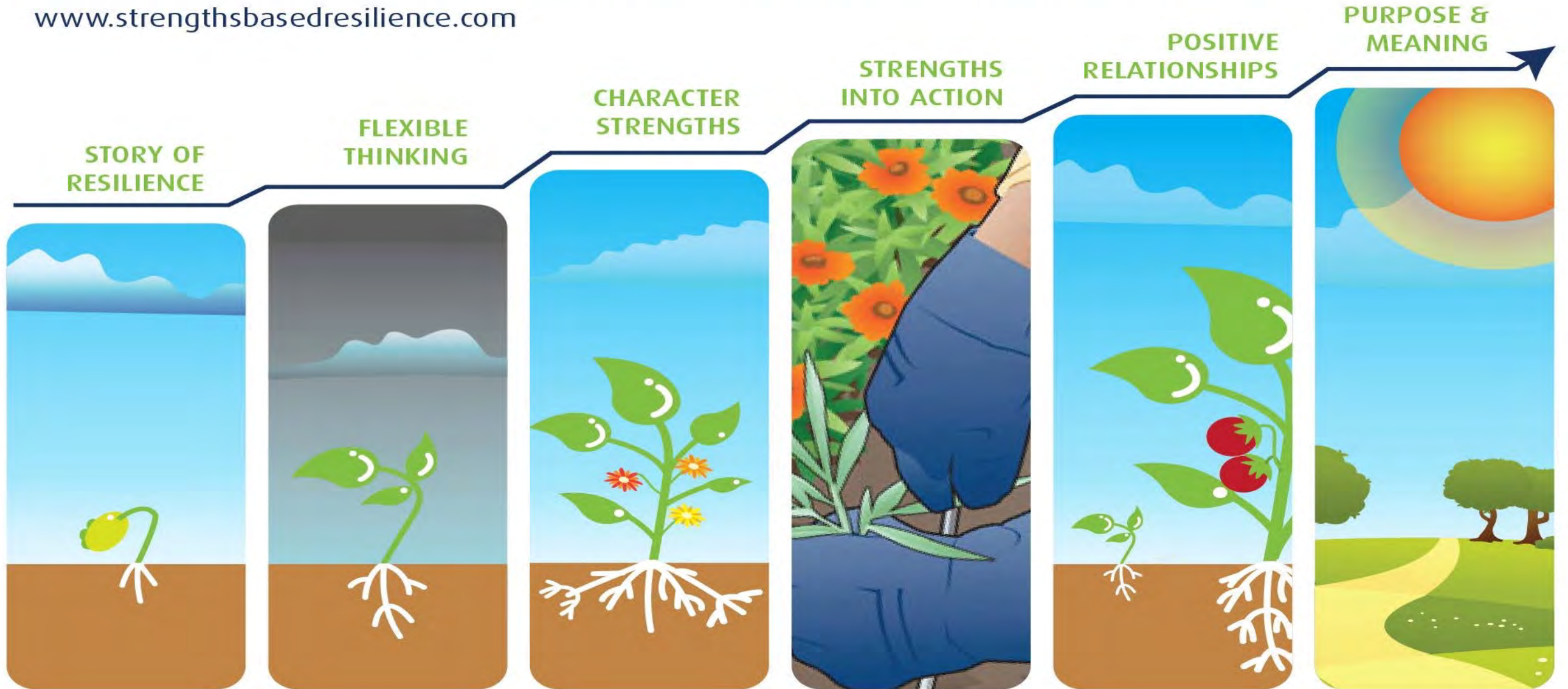
1. Strengths Based Resilience Program
2. Trait, Outcome, Process . . .What is resilience, anyway
3. Negativity Bias and Media
4. Assessing acuity of stressors
5. Teachable Skills
6. Diverse Outcomes
7. Strengths as Catalyst: From surviving to thriving
8. Cultural Context
9. Integration
10. Resources



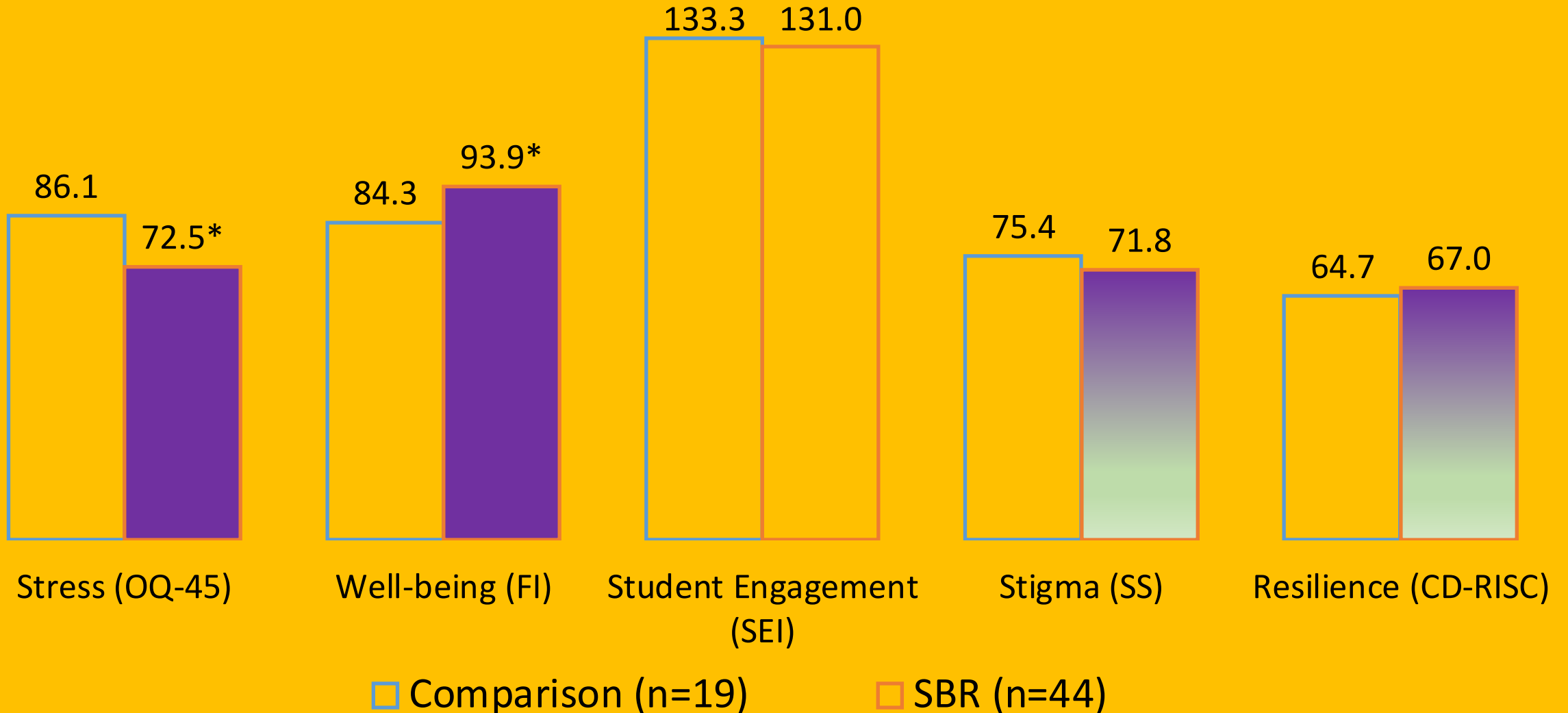
Rashid, T., & Seligman, M. E. P. (2018). Positive Psychotherapy: Clinical Manual. New York, Oxford University Press
Slade, M., Brownell, T., Rashid, T., & Schrank, B. (2016). *Positive Psychotherapy for Psychosis*. New York, Routledge.

STRENGTHS-BASED RESILIENCE

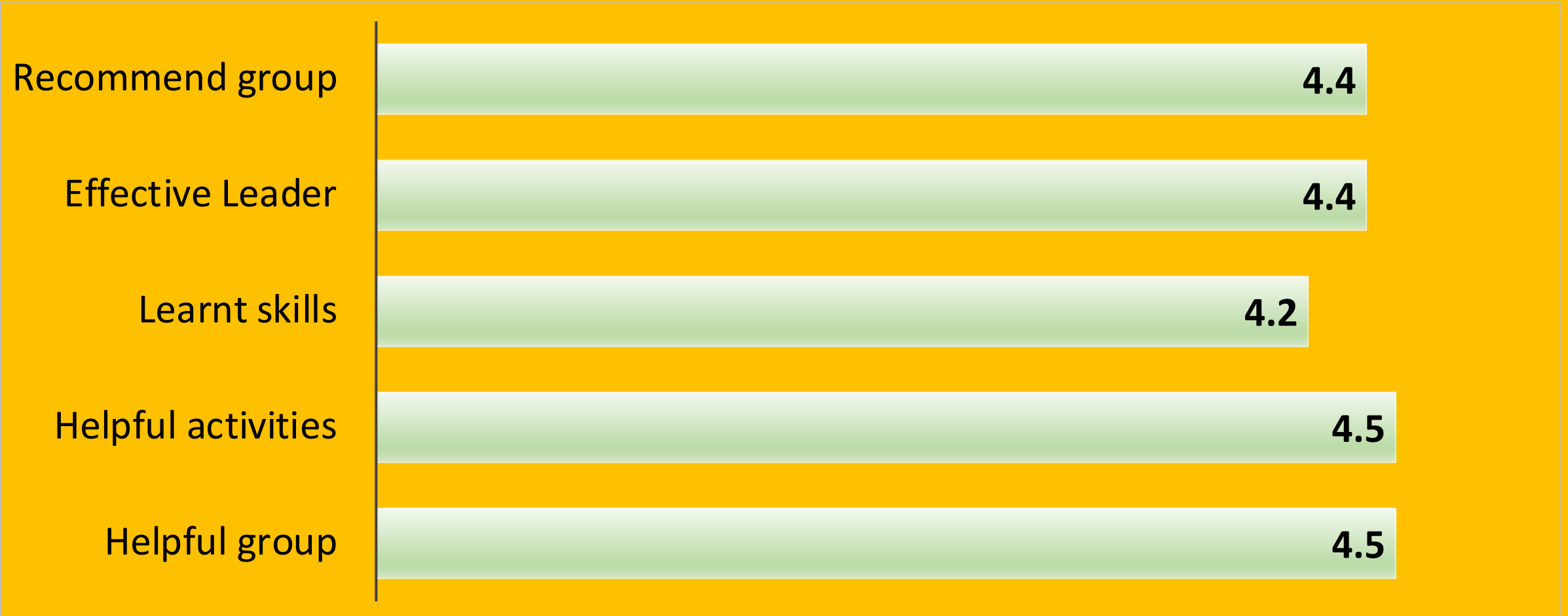
www.strengthsbasedresilience.com



Outcomes: Strengths Based Resilience



Participant Feedback (n=34)



SBR: Mind & Body

strength based resilience
MIND & BODY GROUP

Wednesdays, 3 - 4 pm
10-week program
Studio 1 – Toronto Pan Am Sports Centre
January 24 - April 11, 2018

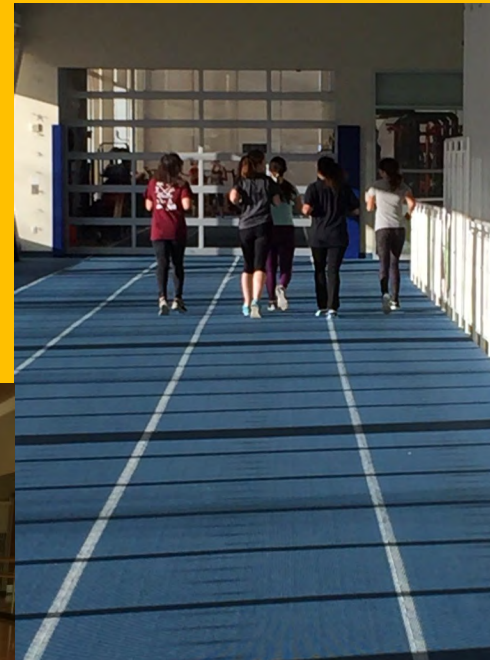


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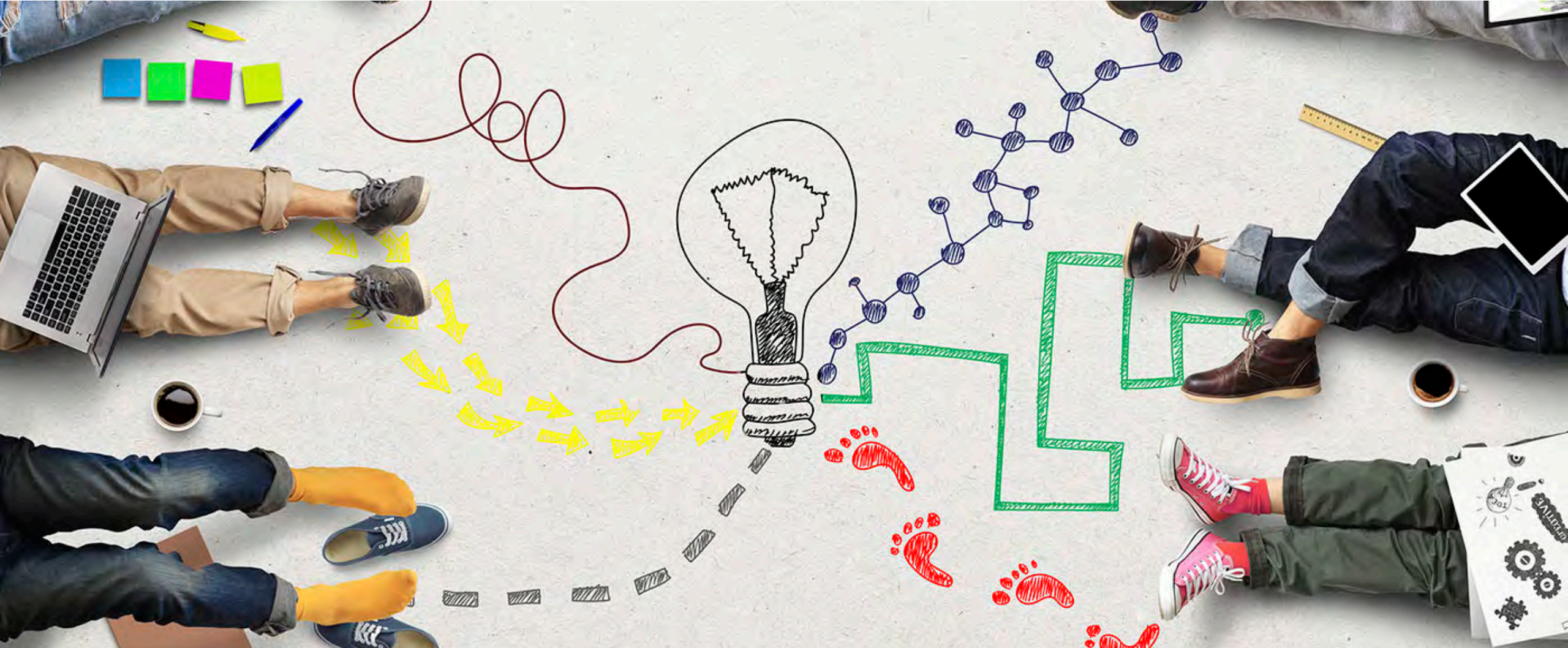
**ATHLETICS &
RECREATION**



FLOURISH



Resilience Programming in the Context of COVID-19





What is Resilience?



Resilience: Ability, Attribute & Trait

A person's ability to persevere in the face of challenges, setbacks, and conflicts	Reivich & Shatté, 2002
A personal trait that helps individuals cope with adversity and achieve good adjustment and development	Garmezy & Masten, 1986
A combination of personal qualities that enable one to thrive	Connor & Davidson, 2003
A capacity to adapt to or maintain relatively healthier psychological and physical functioning, in the wake of significant trauma or setback	Bonanno, 2004; Masten, 2014
A trait that is negatively correlated with depression, anxiety, and negative affect, and positively associated with life satisfaction and positive affect	Ong et al., 2006
A personal trait that helps individuals cope with adversity and achieve good adjustment and development.	Hu et al., 2015

Resilience: Outcome

The tendency to mobilize a complex repertoire of behavioural resources to deal with a challenge	Agaibi & Wilson, 2005
An adaptation to adversity influenced by an individual's genetic variants, epistasis, epigenetics, and gene–environment interactions	Niitstu et al., 2019
A stable trajectory or predictive trait, with biological underpinnings and genes as important determinants	Yehuda & Flory, 2007
A class of phenomena characterized by patterns of positive adaptation in the context of significant adversity or risk, which enables individuals to bounce back quickly and effectively from adverse events	Luthans et al., 2010
A function or behavioural outcome that can conquer and help individuals to recover from adversity	Hu et al., 2015

Resilience: Process

The processes that individuals, families, and communities use to cope with, adapt to, and take advantage of assets when facing significant acute or chronic stress or the compounding effect of both together	Ungar & Liebenberg, 2011
A dynamic process that enables individuals to actively adapt to challenging situations	Fergus & Zimmerman, 2005
Return to their pre-existing state	Gerson & Fernandez, 2013
The process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress	American Psychological Association, 2014
A sequence of systemic interdependent interactions through which actors (whether persons, organisms, or ecosystems) secure the resources required for sustainability in stressed environments	Ungar, 2018
The process of effectively negotiating, adapting to, or managing significant sources of stress or trauma	Windle, 2011
The process of healthy functioning in the face of adversity and the process by which individuals successfully use capabilities and resources to protect themselves against the negative consequences associated with adverse experiences	Vanhove et al., 2016
A dynamic process of actively adapting to and recovering rapidly from major adversities	Hu et al., 2015

Resilience: Hybrid

Successful adaptations despite challenging and threatening circumstances	Masten et al.,1990; Rutter, 2006
A capacity of any individual to withstand hardship and repair oneself, to transform and change no matter the risks	Bradshaw et al., 2007
Being on a continuum ranging from poor to strong bounce-back ability, termed 'thriving' and reflects a person's ability to reach a superior level of functioning following an adverse or stressful event	Joyce et al., 2018



*menti.com;
code: 2464
6701*

What is Resilience?

(a) Ability, attribute & trait

(c) Outcome

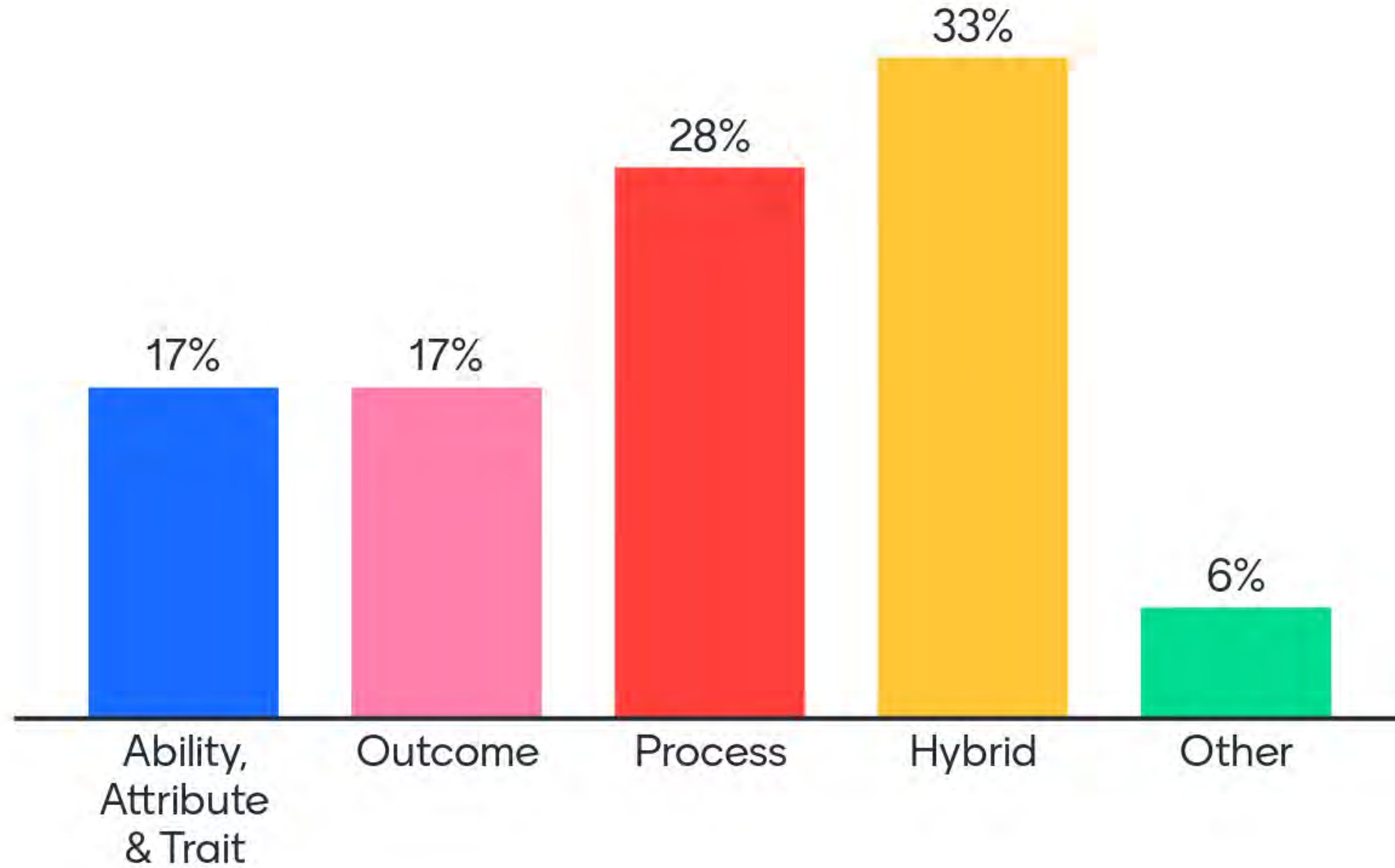
(b) Process

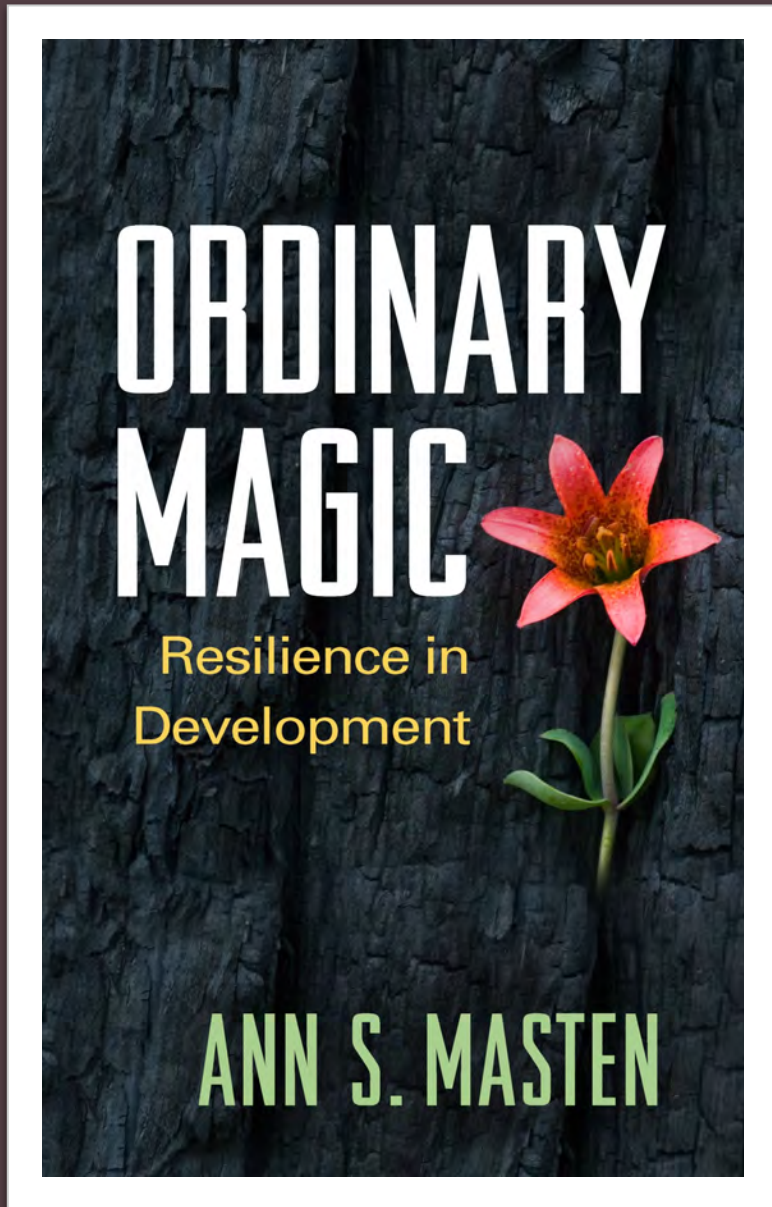
(d) Hybrid

What is Resilience, in the Context of COVID-19?



What is Resilience, anyway?





1. Caring family and sensitive caregiving
2. Close relationships, emotional security, and belonging
3. Skilled parenting
4. Agency and motivation to adapt
5. Problem-solving, planning, and executive function skills
6. Self-regulation skills and emotional regulation
7. Self-efficacy and positive view of the self or identity
8. Hope, faith, and optimism
9. Meaning making and belief that life has meaning
10. Routines and rituals
11. Engagement with a well-functioning school
12. Connections with well-functioning communities

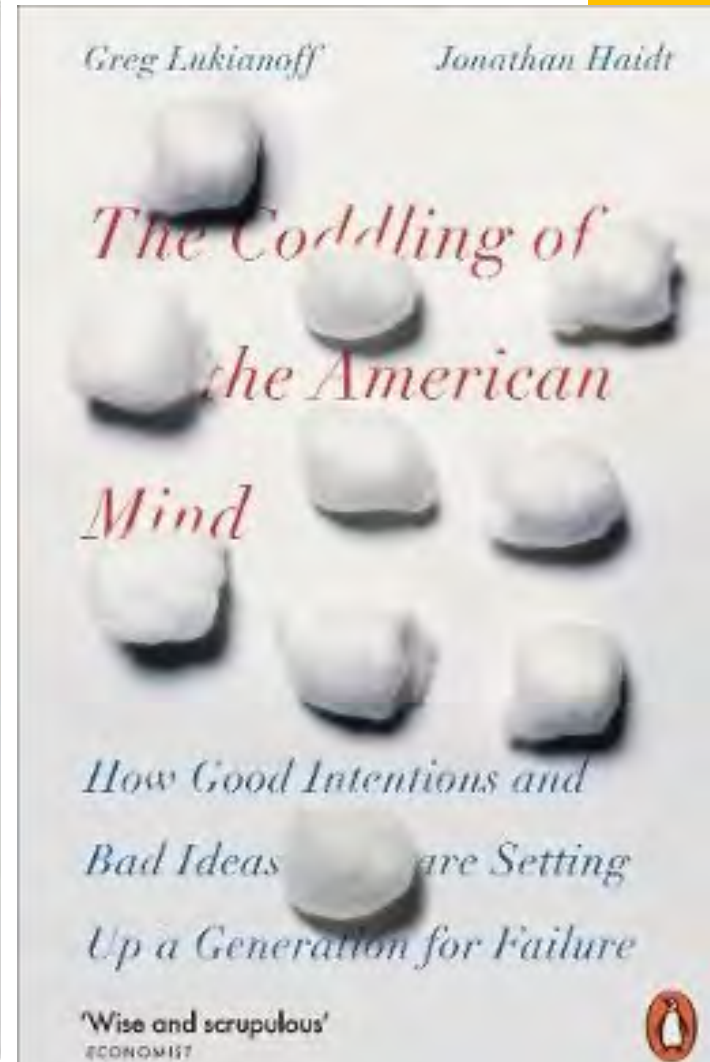
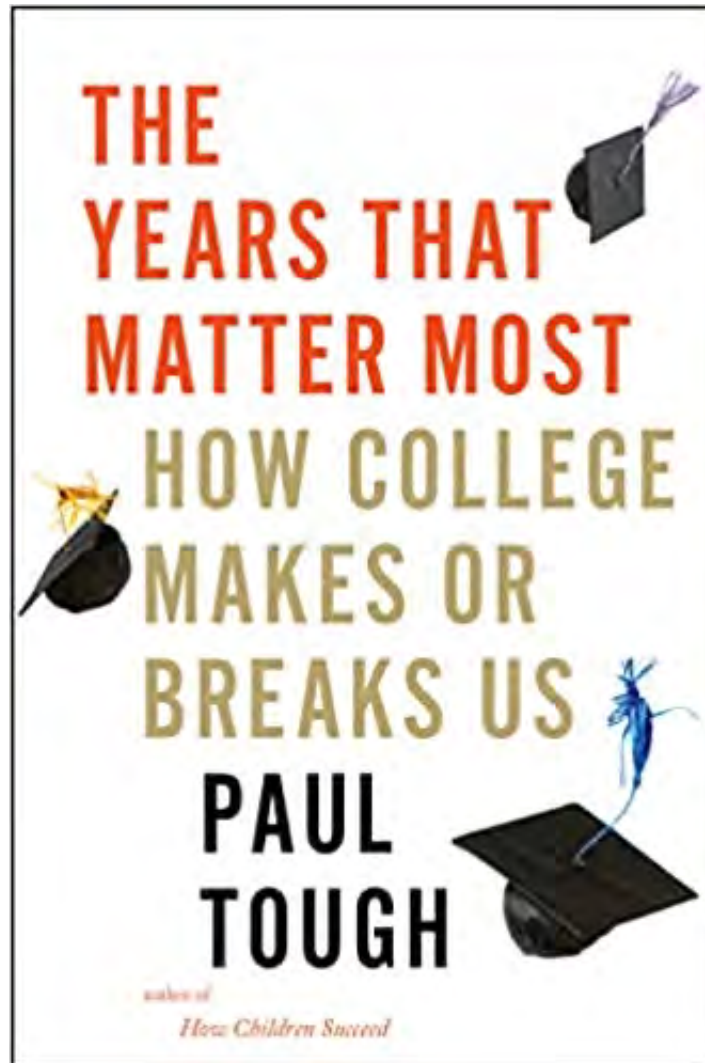
Masten, A. S. (2014). *Ordinary magic: Resilience in development*. New York: Guilford Press.

- Negative News, Negative interactions, Negative impressions
- Disproportionately More Time on Negatives
- Under stress, attention and effort is directed towards dealing with stressor

Negativity Bias



Fear of Failure



Lukianoff, G. In Haidt J. (2018). *The Coddling of the American Mind: How good intentions and bad ideas are setting up a generation for failure*. New York: Penguin.

Tough, P. (2019). *The years that matter most: How college makes or breaks us*. Boston : Houghton Mifflin Harcourt

Illustrations

Nothing succeeds like failure: Even top scientists sometimes hit a wall – and that’s when breakthroughs happen

<https://paw.princeton.edu/article/nothing-succeeds-failure>

PennFaces - The Resilience Project: U Penn: Stories of successes and failures, ups and downs, hardships and self-discoveries - fostering resilience and open dialogue on campus.

<http://pennfaces.upenn.edu/>

Coddling of the American Mind

<https://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/>

MEDIA

COVID-19 is the first pandemic to occur in an age of deep digital integration, exposing us to constant streams of unfiltered clinical information and reinforcing sentiments of angst & despair.

- **Excessive Exposure**
 - Automatic Notification
- Relationship between Media Exposure & negative emotions
- ***Limit exposure to remain informed but not inundated.***

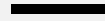
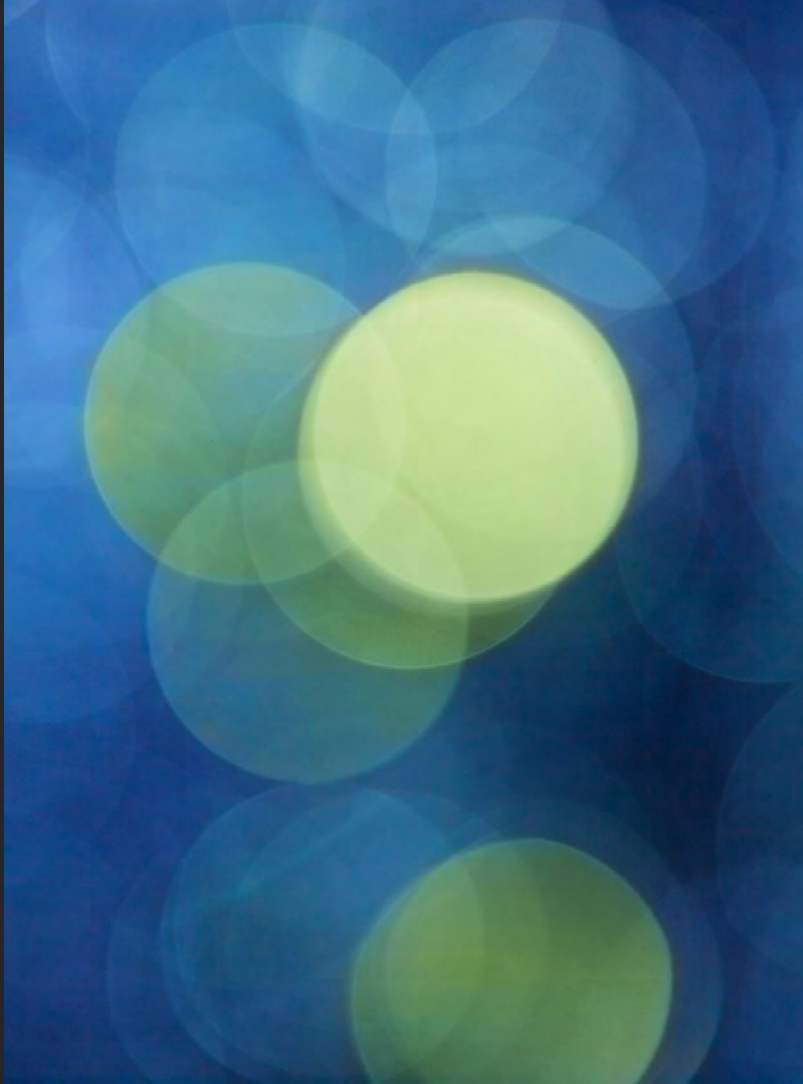




Self-regulation

Ling et al., 2018

- *Take Days off*
- *Unfollow some accounts*
- *Black out time*
- *Start a new hobby*
- *Connect*



Menti.com



Code: 2464 6701

Please share ideas towards adaptive use of Media in supporting student resilience

Setting timer on your phone to block app access at certain periods during the day

Following uplifting/encouraging/inspiring accounts

apps to block phone

Using IG to send positive comments to students

Using social media to share tips, resources, etc

Putting phone away (taking tech breaks)

"go analog" in class

Learner record as she/he talks through an issue, a problem. This is a way of building flexible thinking, reflection, adaptability...

our dept has an instagram page run by students and they will post encouraging messages and links to resources

Please share ideas towards adaptive use of Media in supporting student resilience

prompts to stop and take a breath

students help build helpful mental health tools / resource pages on a course or department site.

digital sharing to facilitate group "talk" sessions where learners share problems and issues -- and help each other address them.



Assessing acuity of stressors

How would you assess the acuity of stressors?

Illustrations

Liu et al. (2020) found that high levels of loneliness, COVID-19-specific worry, and low distress tolerance were associated to higher levels of depression, anxiety, and PTSD symptoms, while resilience was associated to fewer depression and anxiety symptoms.

Resilience can mitigate burnout stress: (Hao et al., 2015; Yildirim & Solmaz, 2020).

Liu, C. H., Pinder-Amaker, S., Hahm, H. C., & Chen, J. A. (2020). Priorities for addressing the impact of the COVID-19 pandemic on college student mental health. *Journal of American College Health : J of ACH*, , 1-3.

Murat Yildirim & Fatma Solmaz (2020): COVID-19 burnout, COVID-19 stress and resilience: Initial psychometric properties of COVID-19 Burnout Scale, *Death Studies*, DOI: 10.1080/07481187.2020.1818885

Teachable Skills



A wide-angle shot of a modern school hallway. The walls are a light beige color, and the ceiling is a white grid with recessed rectangular light fixtures. On both sides of the hallway, there are rows of bright orange lockers. In the center of the hallway, there is a whiteboard with the word "INFORMATION" written on it. There are several doors along the walls, some with blue signs above them that say "Classroom". A clock is mounted on the wall on the left side. The floor is a dark, polished material. The overall atmosphere is clean and organized.

Student Perspectives

Please share some innovative ways of teaching Resilience in Times of COVID-19

Mindfulness Practice (with music)

Self-compassion practices

a 1-unit course for students to engage in practice

Teaching students about lifetime career management and addressing the fear of making the wrong choice (resilience will enable you to adapt and pivot)

start class with meditation

Embedding brief and simple skills within existing programs (in workshops, classes, school community)

Learning to use and practicing with digital tools for sharing / witnessing and staying connected.

teach coping skills

Incorporating physical grounding (stretching, movement)

Please share some innovative ways of teaching Resilience in Times of COVID-19

Cultivating a non-judgmental class culture

Practicing and sharing flexible / adaptable thinking

reflection and discussion with other students (feel belonging)

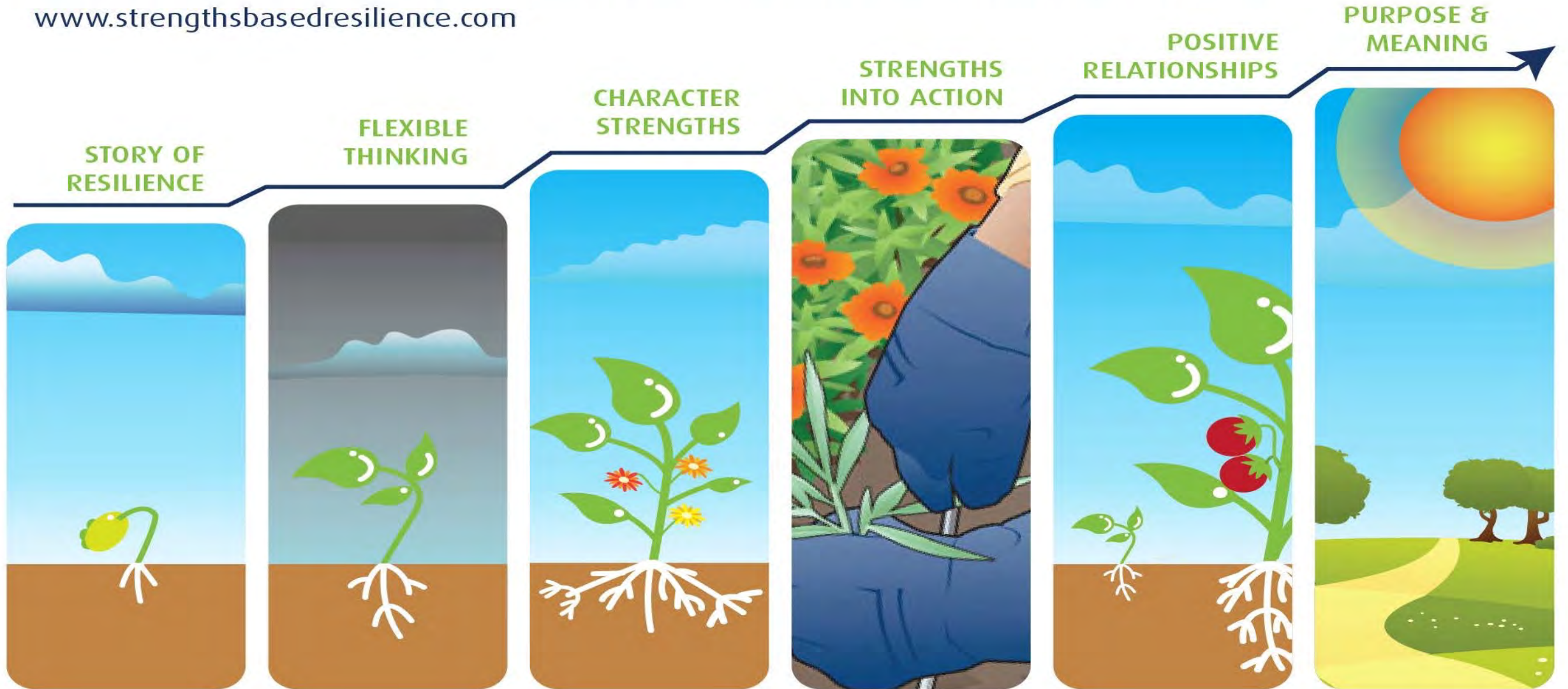
having participants acknowledge what they are already doing to support resilience, and focus on increasing intentionality and purposefulness

Ungrading

teach constructive candor while honoring and upholding others

STRENGTHS-BASED RESILIENCE

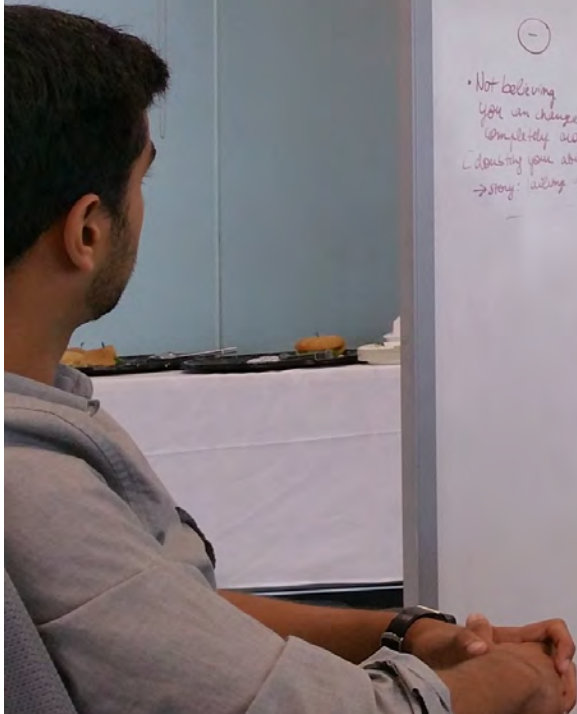
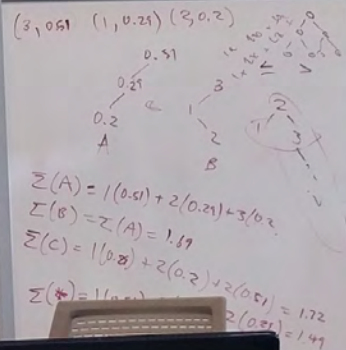
www.strengthsbasedresilience.com



EXIT

The POWER of STORY

- (-) Not believing you can change things (immediately around) (depending your abilities) → story: writing a class
- (+) acknowledging we ourselves choose to be persuaded by being "real" or deciding to challenge or clean a plan
→ give it your all
→ seeking help and putting all your faith into it





www.TheBeamStore.com







NUMBER OF LESSONS

OPTION ONE: 14 LESSONS

Lesson 01: Stories of Resilience
Lesson 02: Fixed & Growth Mindset
Lesson 03: Open-mindedness: Cognitive Accuracy
Lesson 04: Open-mindedness: Cognitive Flexibility
Lesson 05: Character Strengths
Lesson 06: Signature Strengths
Lesson 07: Problem Solving
Lesson 08: Grudge & Gratitude
Lesson 09: Empathy & Perspective Taking
Lesson 10: Slowness & Savouring
Lesson 11: Positive Relationships
Lesson 12: Positive Communication
Lesson 13: Altruism
Lesson 14: Meaning & Purpose

OPTION TWO: 12 LESSONS

Lesson 01: Stories of Resilience
Lesson 02: Fixed & Growth Mindset
Lesson 03: Open-mindedness: Cognitive Accuracy & Flexibility
Lesson 04: Character & Signature Strengths
Lesson 05: Problem Solving
Lesson 06: Grudge & Gratitude
Lesson 07: Empathy & Perspective Taking
Lesson 08: Slowness & Savouring
Lesson 09: Positive Relationships
Lesson 10: Positive Communication
Lesson 11: Altruism
Lesson 12: Meaning & Purpose

OPTION THREE: 10 LESSONS

Lesson 01: Stories of Resilience
Lesson 02: Fixed & Growth Mindset
Lesson 03: Open-mindedness
Lesson 04: Signature Strengths
Lesson 05: Problem Solving
Lesson 06: Grudge & Gratitude
Lesson 07: Empathy & Perspective Taking
Lesson 08: Slowness & Savouring
Lesson 09: Positive Relationships
Lesson 10: Altruism, Meaning & Purpose

OPTION FOUR: 8 LESSONS

Lesson 01: Stories of Resilience
Lesson 02: Fixed & Growth Mindset
Lesson 03: Open-mindedness: Cognitive Accuracy & Flexibility
Lesson 04: Signature Strengths
Lesson 05: Grudge & Gratitude
Lesson 06: Savouring & Empathy
Lesson 07: Positive Relationships
Lesson 08: Altruism, Meaning & Purpose

Lesson/Session Structure

Relaxation (5 mins)

Core Concepts (10 mins)

Video illustration (5 mins)

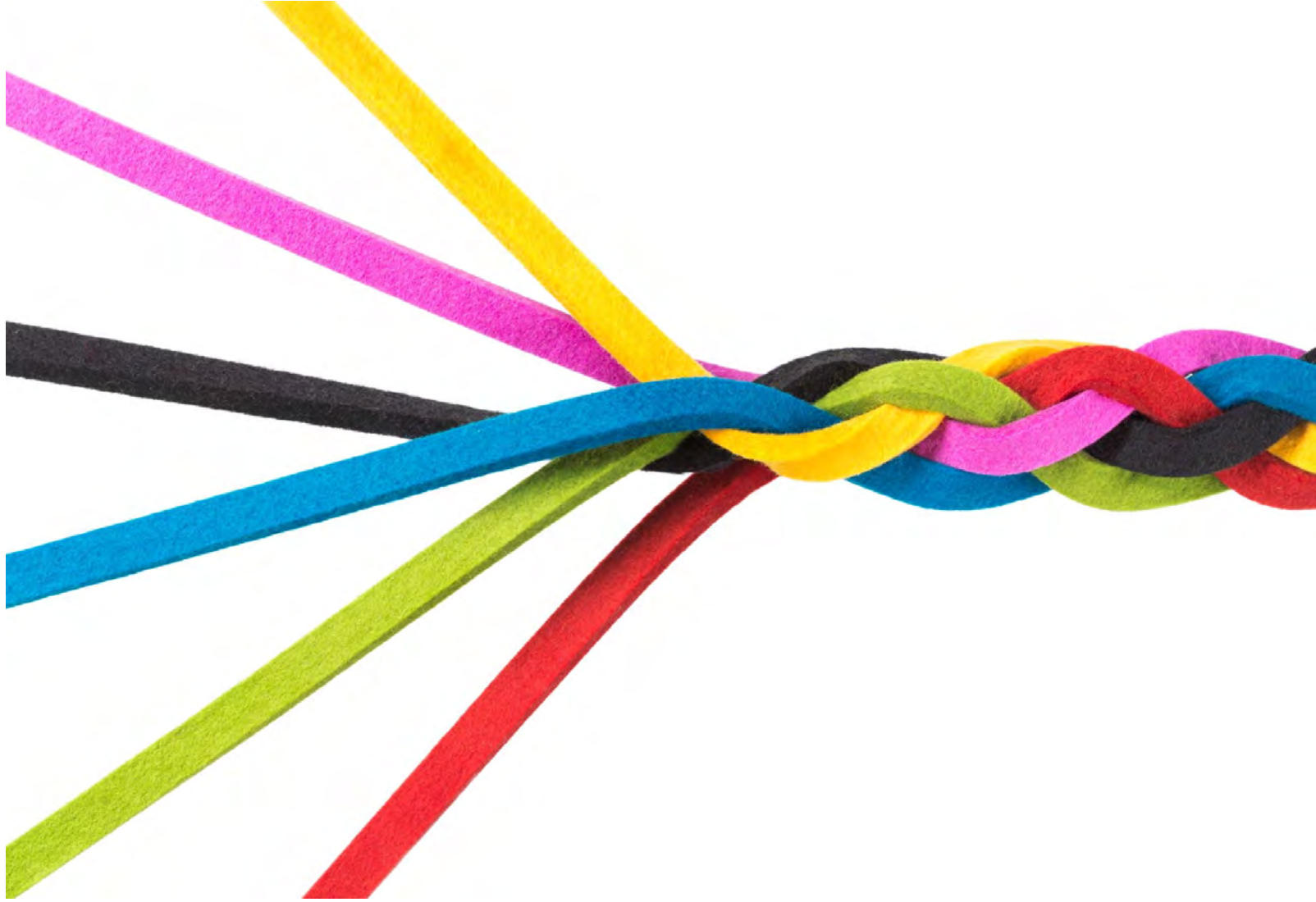
Discussion (5 mins)

Practice (10 mins)

Discussion (10 mins)

Everyday applications (5 mins)

Relaxation (5 mins)



Diverse
Outcome

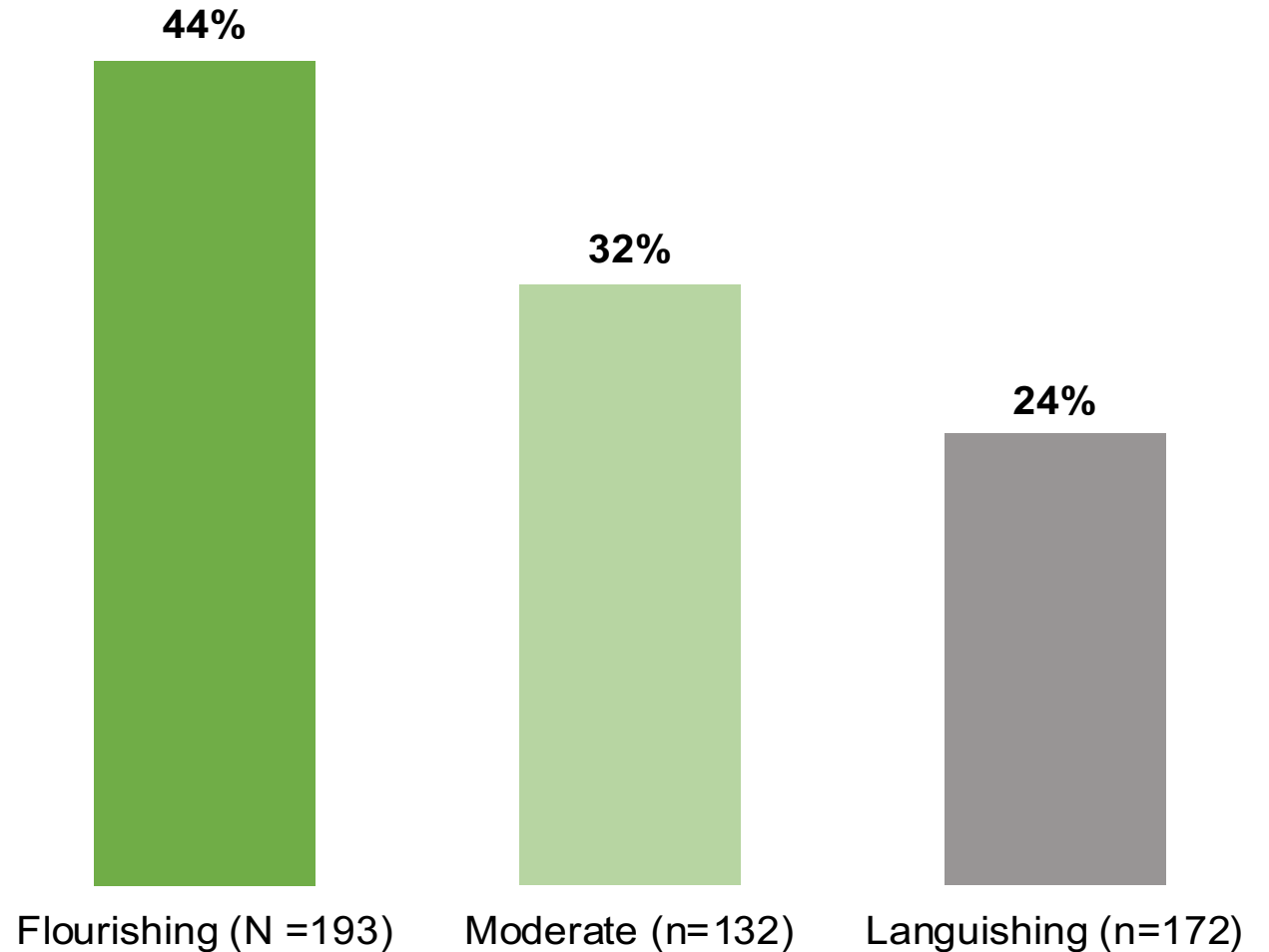


Relationship
Between
Resilience (CD-
RISC) and Non-
cognitive Factors
(n=298)

Student Engagement, Overall (SEI)	.61**
Assignments	.45**
Classroom Behaviour	.28*
Exams & Presentations	.38**
Academic Motivation	.56**
Campus Engagement	.39**
Academic Resilience	.36**
Campus Adjustment	.39**


Graduation Rates

Graduate Rates (%)
Among Flourishing &
Languishing Students
(n=503)



Reference: Rashid, T. & Loudon, R. (2018). *Flourish: A Strengths-Based Resilience (SBR) Approach to Support Students' Transition from Secondary to Post-Secondary Education*. Ministry of Advanced Education and Skills Development.

Accessible: https://hive.utsc.utoronto.ca/public/iits/flourish/Flourish_Final%20Report_2018.pdf

A photograph of three children in a forest. One child is using a magnifying glass to look at something on the ground, while another child is holding a stick. The scene is outdoors with trees and sunlight filtering through the leaves.

Resilience & Buoyancy

Academic buoyancy is defined as students' ability to successfully deal with academic setbacks and challenges that are typical of the ordinary course of school life (e.g., poor grades, competing deadlines, exam pressure, difficult schoolwork)

Martin, A. J., & Marsh, H. W. (2008). Academic buoyancy: Towards an understanding of students' everyday academic resilience. *Journal of School Psychology, 46*(1), 53-83.

Simonová, J., Straková, J., & Greger, D. (2019). Academic Optimism and Non-Cognitive Outcomes in Czech Lower Secondary Schools. *Sociológia - Slovak Sociological Review, 51*(3), 313-336.



Strengths as Catalyst



THE ROLE OF SIGNATURE STRENGTHS IN TREATMENT OUTCOME

ULIASZEK, RASHID & ZAROWSKY, (UNDER REVIEW)

N: 2755; 70.5% Female; Age $M=20.96$ years ($sd = 3.33$)

- Eleven strengths achieved medium effect-size: **Hope**, **Humor**, **Leadership**, **Capacity to love**, **Love of learning**, **Persistence**, **Prudence**, **Self-regulation**, **Social intelligence**, **Citizenship** & **Zest**
- **Zest** demonstrated the strongest relationship.
- **Open Mindedness**, **Persistence** & **Zest** predicted lower symptoms at final session
- High Hope = Less Number of Sessions



Cultural Humility:

Process of self-reflection and discovery in order to build honest and trustworthy relationships;

Yeager, K. A., & Bauer-Wu, S. (2013). Cultural humility: Essential foundation for clinical researchers. *Applied Nursing Research*, 26(4), 251–256.



INCLUSIVE & CULTURALLY RESPONSEIVE PRACTICE: STRATEGIES

Resilience interventions can be more effective when these align with the culture of the student/client and when practitioner demonstrates multicultural competence

- Learn specific institutional barriers that prevent marginalized individuals to access treatment
- Explicitly ask about symptoms & strengths of student/clients
- Be aware of your own cultural heritage and how your values (e.g., personal agency, gender roles, caring or definition of normalcy) may affect therapeutic relationship
- Develop some no-go associations, like having zero-tolerance in stereotyping a group



Unique Experiences of Students from Diverse backgrounds



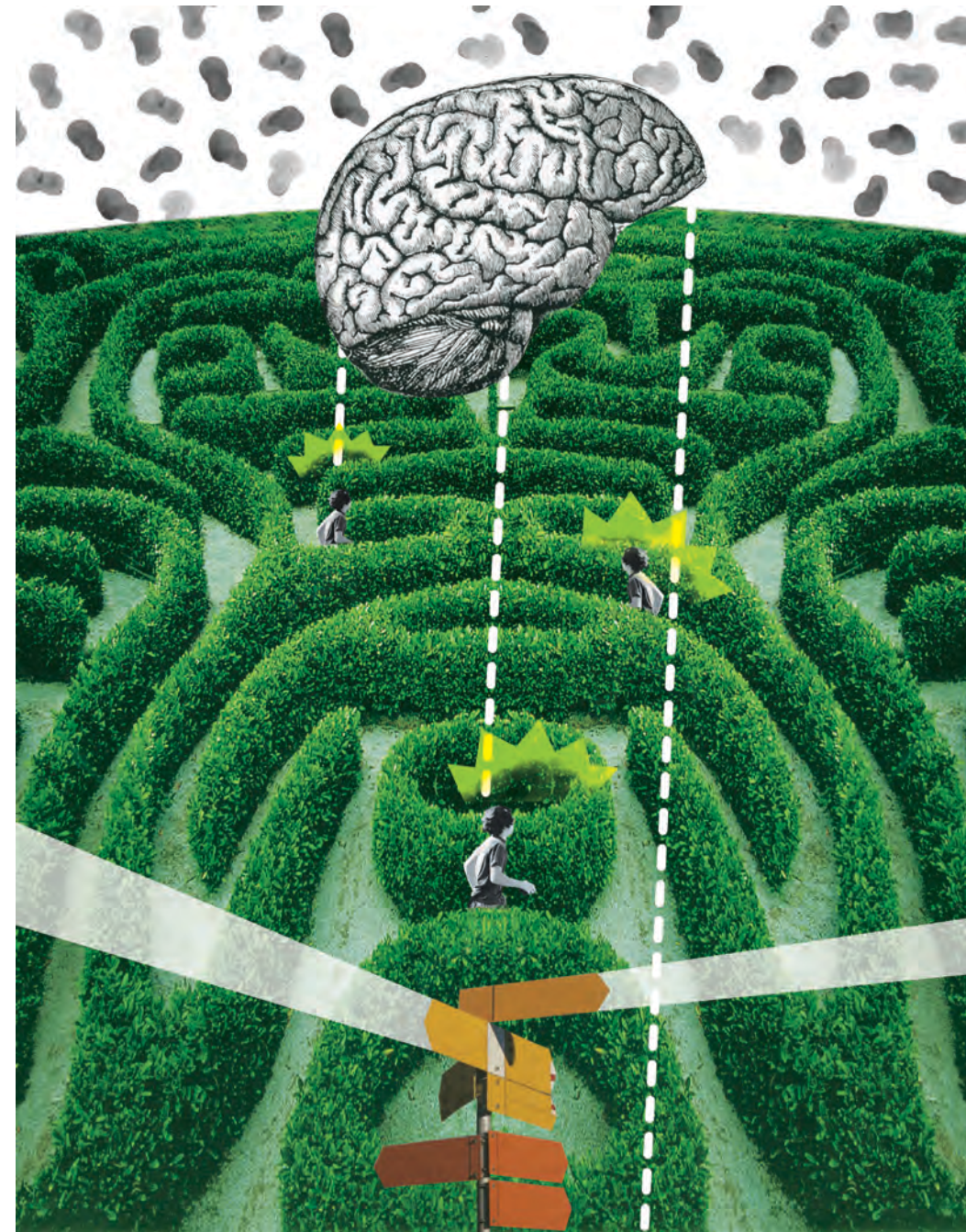
INTEGRATIVE PRACTICE: STRATEGIES

- **Without minimizing, dismissing or ignoring negatives**
- **Wise control of attention**
- **Co-creating ways students can use their highest resources to meet life's toughest challenges**
- **Do not replace well-established practices**
- **Goal: Student/clients learn concrete, applicable, personally & culturally relevant resilience skills**

Integration: Cognitive: Harnessing Your Strengths

- Jumping to Conclusions: ***Open-mindedness***
- Tunnel Vision: ***Perspective***
- Magnifying & Minimizing: ***Self-regulation, Prudence***
- Personalizing: ***Forgiveness, Fairness***
- Externalizing: ***Humility, Gratitude***
- Overgeneralizing: ***Curiosity***
- Mind Reading: ***Social Intelligence***

Rashid, T. (2015) Strength-Based Assessment, in Positive Psychology in Practice: Promoting Human Flourishing in Work, Health, Education, and Everyday Life, Second Edition (ed. S. Joseph), Wiley, Hoboken, NJ, USA.



COVID-19 Related Mental Health Resources at Universities and Colleges-Canadian

	Post-secondary Institute	Description
1	Brock University	Links to guides helping students with general well-being, anxiety, and self-care such as meditation and yoga exercises. Links to free community services (Ex: CAMH online mental health courses about addiction and depression). https://brocku.ca/mental-health/main/covid-19-and-mental-health/
2	George Brown College	Mindfulness mobile applications, interactive self-help resources (Ex: Mindshift mobile application), and comprehensive guides on anxiety and depression. https://www.georgebrown.ca/current-students/services/counselling/taking-care-of-your-mental-health
3	Guelph University	Video and telephone counselling. Links to coping with COVID-19 related anxiety and website platforms (Ex: Big White Wall) and mobile applications (Ex: Mindshift) https://wellness.uoguelph.ca/covid-19-faqs-student-wellness-services
4	Humber College	Offering telephone and video counselling and accessibility services. Providing free access to website therapy and self-help platform – Therapy Assistance Online (TAO) https://appliedtechnology.humber.ca/current-students/resources/student-support/mental-health-resources.html
5	McGill University	Links to helplines, guidelines, and online therapy and counselling platforms that address domestic violence, self-care, meditation, and more. https://www.mcgill.ca/definetheline/impacts/covid-19-resources

COVID-19 Related Mental Health Resources at Universities and Colleges-Canadian

6	McMaster University	Links to help students with stressors (Ex: emergency financial support or Hamilton food share program), mental health textlines and community website platforms, and a research-based anxiety toolbox. https://wellness.mcmaster.ca/resources/support-during-covid-19/
7	Ryerson University	Tips on managing anxiety such as journaling self-care, and online learning/school. Links to crisis and mental health hotlines and one-to-one virtual learning supports. https://www.ryerson.ca/student-wellbeing/staying-well-during-covid-19/
8	Seneca College	Telephone counselling and accessibility services. Learning Strategists help guide students on time management skills, test anxiety, assignment completion, etc. https://www.senecacollege.ca/student-services-and-support/support-services/counselling.html
9	Simon Fraser University	A list of articles and links to helping manage non-COVID-19 and COVID-19 related anxiety and loneliness/isolation. Link to Conference Board of Canada video series for mental health and COVID-19 topics. https://www.sfu.ca/human-resources/covid-19-and-your-well-being.html
10	University of Alberta	Links to guides, webinars, audio files and online resources to help students manage anxiety, depression, relationships, self-image, grief, and general mental health. https://www.ualberta.ca/current-students/counselling/resources/index.html

COVID-19 Related Mental Health Resources at Universities and Colleges-Canadian

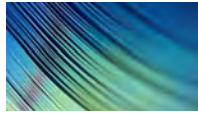
11	University of British Columbia	<p>List of articles and resources to help students manage anxiety and isolation. Links to crisis hotlines and virtual tools supported by the Government of British Columbia. Offering online counselling.</p> <p>https://students.ubc.ca/covid19/mental-health-during-covid-19-outbreak</p>
12	University of Manitoba	<p>Offering telecounselling. Tips and links to resources addressing anxiety management, isolation, and studying. Mobile applications such as Headspace and the Province of Manitoba Mental Health Virtual Therapy Program (CBT)</p> <p>http://umanitoba.ca/student-supports/counselling-resources-emotional-wellness-covid-19</p>
13	University of Ottawa	<p>Tips on mindfulness, general coping strategies and links to online classes (Ex: MindfulNYU) and Zoom workshops on DBT for life skills, dating relationships, sleep, procrastination, and time management.</p> <p>https://www.nyu.edu/students/health-and-wellness/services/counseling-services/mental-health-during-covid-19.html</p>
14	University of Saskatchewan	<p>Links to webinars and toolkits to help students manage anxiety, COVID-19 related stress, and resilience.</p> <p>https://wellness.usask.ca/covid-19.php</p>
15	University of Toronto	<p>Offering telephone and video counselling. Providing free access to My SSP mobile application for 24/7 confidential counselling support. Free online course to manage anxiety, isolation, and depression.</p> <p>https://www.coursera.org/learn/manage-health-covid-19?mc_cid=98be981ed4&mc_eid=7f830899d6#enroll</p>

COVID-19 Related Mental Health Resources at Universities and Colleges-US

16	University of Waterloo	Links to tips and activities for anxiety, family resilience, and website platforms such as Stronger by BEACON, a guided digital therapy platform funded by the Ontario Government. https://uwaterloo.ca/mental-health-research-treatment/resources-covid-19
17	University of Western Ontario	Full-time telephone and Zoom video counselling. Providing virtual group care and workshops for mindfulness, ACT, and general wellness. https://www.uwo.ca/health/psych/index.html
18	University of Windsor	Launched a Wellbeing Portal which gives access to resources to cope with anxiety, big life changes, isolation, and self-care. Free access to My SSP and Therapy Assistance Online (TAO) for counselling and self help. https://www.uwindsor.ca/coronavirus/377/wellbeing-portal
19	York University	A list of evidence-based, online mental health resources for general well-being, anxiety management, and workings/studying from home. https://www.yorku.ca/health/mental-health-resources-during-covid-19/

COVID-19 Related Mental Health Resources at Universities and Colleges-US

1	University of Michigan	<p>A comprehensive guide on how students can adjust their study habits to thrive in an online learning and evaluation environment. At-length tips for organization, schedule-making, group work, and more.</p> <p>https://lsa.umich.edu/content/dam/rll-assets/rll-docs/Study%20Habits.pdf</p>
2	Georgetown University	<p>Offering telecounseling. Virtual support groups and interpersonal workshops, and education on violence, sexual health, eating disorders, and alcohol and drug-use concerns.</p> <p>https://www.georgetown.edu/mental-health-and-telehealth-resources/ https://mailchi.mp/13585756d7e9/mental-health-resources-for-students</p>
3	Harvard University, Chan School of Public Health	<p>Launched an online forum series under their REACH initiative that introduces evidence-based stress management skills and resiliency techniques.</p> <p>https://www.hsph.harvard.edu/coronavirus/covid-19-news-and-resources/covid-19-mental-health-forum-series/covid-19-mental-health-forum-resources/</p>
4	New York University	<p>Tips on mindfulness, general coping strategies and links to online classes (Ex: MindfulNYU) and Zoom workshops on DBT for life skills, dating relationships, sleep, procrastination, and time management.</p> <p>https://www.nyu.edu/students/health-and-wellness/services/counseling-services/mental-health-during-covid-19.html</p>
5	Penn State University	<p>A list of tips and links to crisis lines, community mental health services and service provider search platforms such as ThrivingCampus. Offering telephone counseling.</p> <p>https://beaver.psu.edu/covid19/mental-health</p>



Resources

Rashid, T. & Di Genova, L. (2020). Campus Mental Health in Times of COVID-19 Pandemic: Data-informed Challenges and Opportunities. Campus Mental Health: Community of Practice (CoP). Canadian Association of Colleges and University Student Services: Toronto, Ontario. Website: Download <http://cacuss-campusmentalhealth.ca/pdf/Campus-MH-COVID-19-Rashid-DiGenova.pdf>

Strengths-Based Actions to enhance well-being during times of COVID-19

<https://www.internationaljournalofwellbeing.org/index.php/ijow/article/view/1441/987>

Ways to Build Your Strengths

<https://www.utsc.utoronto.ca/flourish/building-your-strengths/>

Strengths Based Resilience

www.strengthsbasedresilience.com