Resilience Annotated Bibliography

Table of Contents

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

- This article included a convenience sample of 100 undergraduate students, ages ranging from 18 to 24, that compared the resilience and emotional intelligence of first generation and non-first generation college students. Researchers used the Shuttle Emotional Intelligence Scale (SEIS) to measure "positive affect, emotion–others, happy emotions, emotions-own, non-verbal emotions and emotion management". 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.

Aspinwall, L. G., & Taylor, S. E. (1992). Modeling cognitive adaptation: A longitudinal investigation of the impact of individual differences and coping on college adjustment and performance. *Journal of Personality and Social Psychology, 63*(6), 989-1003. http://dx.doi.org/10.1037/0022-3514.63.6.989

- Drawing on cognitive adaptation theory, optimism, psychological control, and self-esteem were explored as longitudinal predictors of adjustment to college in a sample of 672 freshmen. Although a direct effect of optimism on adjustment was found, most of the predicted effects were mediated by coping methods. Controlling for initial positive and negative mood, the beneficial effects of optimism, control, and self-esteem on adjustment were mediated by the nonuse

of avoidance coping, greater use of active coping, and greater seeking of social support. Alternative models of the causal relations among these variables did not fit the data as well as the a priori mediational model. The results of a 2-yr follow-up indicated that self-esteem and control predicted greater motivation and higher grades, controlling for college entrance exam scores. Implications for cognitive adaptation theory and for interventions with populations under stress are discussed

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.

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. They completed the Multidimensional Scale of Perceived Social Support (MPSS), the Teenager Experience of Racial Socialization Scale (TERS), and the Connor-Davidson Resilience Scale (CD-RISC). 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.

Boyraz, 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.

Brown, J. (2016, October 2). Anxiety and depression: Anxiety the most common mental health diagnosis in college students. *BU Today.* Retrieved from http://www.bu.edu/today/2016/college-students-anxiety-and-depression/

- The trend of increasing frequency of mental health issues on college campuses holds true for Boston University, which recorded increased numbers of students in crisis and students requiring transport for psychiatric evaluation in 2016. These findings align with the results of a 2014 study from Penn State showing anxiety has become the most common mental health issue on college campuses, with many students reporting their anxiety has negatively impacted their academic performance. The same study showed that rates of depression among college students has also increased. The article notes that although feelings of stress and sadness are normal, the intensity and duration of these feelings, especially when they begin to affect daily functioning, are signs that students should seek professional help. Assistance learning how to better cope with their emotions can be very effective for college students who often are not able to change the situations causing the distress. Boston University has been addressing student reluctance to seek mental health treatment by offering free, confidential screenings for depression and anxiety on National Depression Screening Day.

Chow, K. A., Tang, W. K. F., Chan, W. H. C., Sit, W. H. J., Choi, K. C., & Chan, S. (2018). Resilience and well-being of university nursing students in Hong Kong: a cross-sectional study. *BMC Medical Education, 18*(13). doi:10.1186/s12909-018-1119-0

- Researchers examined the relationship between resilience and well-being in a sample of college nursing students in Hong Kong. Researchers found that nursing students that are higher in resilience view well-being more positively. Researchers also found that postgraduate nursing students had higher levels of resilience than undergraduates.

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.

Chung, W.W., & Hudziak, J.J. (2017). The transitional age brain. *Child and Adolescent Psychiatric Clinics of North America, 26*(2), 157-175. http://dx.doi.org/10.1016/j.chc.2016.12.017

- Over the past 2 decades, there have been substantial developments in the understanding of brain development, including progress in neuroimaging
- Modern neuroscience, genomics, and epigenomic studies allow us a lens through which to understand transitional age youth behavior from a neurodevelopmental perspective.
- We now understand, to a greater degree, why adolescents have difficulty with impulse control, risky behavior, and are disproportionately influenced.
- Negative environmental influences impact the structure and function of the human brain and the thoughts, actions, and behaviors that result.
- Armed with emerging evidence that positive environmental influences can influence positively the structure and function of the brain and foment improved academic,memory, mood, and emotional regulatory outcomes, it is now time for child and adolescent psychiatry to design brain-building health promotion and

illness prevention approaches for all children, but particularly those in the TAB risk epoch by their peers.

- Developing brain building health promotion and illness prevention approaches for TAB will likely yield reductions in morbidity and mortality, enhance individual life trajectories, and have a lifelong impact.

Clark, J., & Oehme, K. (2017). *The FSU Resilience Project.* [Unpublished grant Proposal]. Florida State University, Tallahassee, FL.

- This project proposal outlines the need for a trauma-informed mental health prevention program that enhances resilience in college students. It discusses the connection between trauma and ACEs, mental health, and substance use and abuse in college students. To address this need for a prevention program for this population, an interactive online training program delivered by the Institute of Family Violence Studies at Florida state University is proposed. This evidence-based program would be designed to increase resilience, enhance mental health, and reduce stress in college students. It would include a number of activities, such as exercises to complete and videos to view.

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. Using a sample of college student drinkers (N = 1706), four latent statuses were identified that distinguished among distinct combinations of single and repeated experiences across the multiple consequence subtypes: *No Consequences, Physical Non-Repeaters*, *Multiple Consequences,* and *Multiple Consequences Repeaters*. Students who remained in on-campus living spaces were most likely to belong to lower-risk statuses at T1, and remain in those statuses at T2. 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. [ABSTRACT FROM AUTHOR]

Cohen, G.L., & Sherman, D.K. (2014). The psychology of change: Self-affirmation and social psychological intervention. *Annual Review of Psychology 65,* 333-71. doi:10.1146/annurev-psych-010213-115137

- People have a basic need to maintain the integrity of the self, a global sense of personal adequacy. Events that threaten self-integrity arouse stress and self-protective defenses that can hamper performance and growth. However,an intervention known as self-affirmation can curb these negative outcomes. Self-affirmation interventions typically have people write about core personal values. A validation at a threatening transition can improve performance, triggering a cascade of positive effects for a student.
- Interventions like affirmation may have larger benefits if timed to key developmental transitions --transitions represent points of vulnerability and windows of opportunity (Alwin et al 1991, Elder 1998, Anderson 2003).Timely affirmations have been shown to improve education, health, and relationship outcomes, with benefits that sometimes persist for months and years. Expressive writing interventions (Pennebaker & Chung 2011) and narratives of personal agency (Adler 2012) can help people salvage from hardship a sense of purpose and global adequacy. Affirmation promotes adaptive processes that resemble strategies of the resilient, including: responding constructively to errors/failure, regulating negative emotions and persisting through early adversity. These adaptive processes keeping negative emotions away help resilient people retain social support of family and friends.

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

- 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 study included 1,242 participants who responded to a 71-item survey via email. The theoretical framework for the study was the Information-Motivation-Behavioral Skills Model, which suggests that individuals with information (mental health literacy), motivation (mental health attitudes and norms regarding treatment), and behavioral skills (intention to seek mental health services) are more likely to exhibit the desired behavior (seek mental health treatment). 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.

Denovan, A., & Macaskill, A. (2016). Stress, resilience and leisure coping among university students: applying the broaden-and-build theory. *Leisure Studies, 36*(6), 852-865. https://doi.org/10.1080/02614367.2016.1240220

- Researchers explored the relationship between leisure coping and resilience in a sample of college students in the UK. Researchers hypothesized that students that are resilience predicts the use of leisure coping and positive emotion, and that this relationship predicts higher levels of well-being. Findings suggest that it is positive emotion that predicts leisure coping,resilience, and well-being. Results imply that participating in leisure activities to increase positive emotion may help to reduce stress and increase resilience and overall well-being in college students.

DeRosier, M., Frank, E., Schwartz, V. and Leary, K. (2013) The potential role of resilience education for preventing mental health problems for college students. *Psychiatric Annals, 43*(12), 538-544. http://dx.doi.org/10.3928/00485713-20131206-05

- Attending university is a particularly stressful time due to unique emergent stressors such as changes in environment, loss or diminishment of social support networks, academic pressures, developing peer relationships, and financial management. There is growing recognition that these common stressors may have deleterious effects on the mental health of students. Resilience, a personality characteristic that moderates the negative effects of stress and promotes adaptation, has been associated with increased psychological well-being. Despite a growing body of research on resilience and its clinical significance in preventing mental health problems, relatively little is known about contributing factors for resilience in well-adjusted university students. This current study examined the characteristics of university students reporting high and low resilience for elucidating its clinical implications in preventing mental health problem, primarily focusing on potentially modifiable psychosocial variables. An international sample of 214 university students recruited from Australia, the United States of America, and Hong Kong universities completed measures of resilience, perceived social support, campus connectedness, and psychological distress. Results of a one-way between groups multivariate analysis of variance revealed that perceived social support, campus connectedness, and psychological distress accounted for a significant proportion (36%) of the variance between the high and low resilience groups of university students. University students with low levels of resilience reported significantly lower levels of perceived social support, campus connectedness, and higher levels of psychological distress, in comparison to university students with high levels of resilience. Findings offer important implications for the development of resilience-based interventions among university students.

Dykes, G. (2017). Phronesis and adverse childhood experiences of social work students. *The Social Work Practitioner-Researcher, 24*(3), 331–348. doi:10.25159/2415-5829/2257

-

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.

Eisenberg, D., Hunt, J., & Speer, N. (2013). Mental health in American colleges and universities: Variation across student subgroups and across campuses. *Journal of Nervous and Mental Disease, 201*(1), 60-67. doi: 10.1097/NMD.0b013e31827ab077

- We estimated the prevalence and correlates of mental health problems among college students in the United States. In 2007 and 2009, we administered online surveys with brief mental health screens to random samples of students at 26 campuses nationwide. We used sample probability weights to adjust for survey nonresponse. A total of 14,175 students completed the survey, corresponding to a 44% participation rate. The prevalence of positive screens was 17.3% for depression, 4.1% for panic disorder, 7.0% for generalized anxiety, 6.3% for suicidal ideation, and 15.3% for nonsuicidal self-injury. Mental health problems were significantly associated with sex, race/ethnicity, religiosity, relationship status, living on campus, and financial situation. The prevalence of conditions varied substantially across the campuses, although campus-level variation was still a small proportion of overall variation in student mental health. The findings offer a starting point for identifying individual and contextual factors that may be useful to target in intervention strategies. [ABSTRACT FROM AUTHOR]

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.

Freeman, T.M., Anderman, L.H., & Jensen, J.M. (2007). Sense of belonging in college freshmen at the classroom and campus levels. *The Journal of Experimental Education*, *75*(3), 203-220. Retrieved form https://www.jstor.org/stable/20157456

- An existing body of research demonstrates a relationship between student sense of belonging and positive outcomes such as levels of engagement, emotional well-being, and avoidance of risky behaviors. This study looks specifically at college students due to the limited research on the effect of sense of belonging on outcomes of college populations and factors that contribute to a sense of belonging. The study, which surveyed 238 freshman at one university,

investigated sense of belonging at both the class and campus level. The results showed that students with a sense of belonging at the class level reported greater academic motivation. Instructor characteristics such as friendliness, encouragement of student participation, and organization were shown to promote a sense of class level belonging. Additionally, students sense of acceptance was a significant predictor of university level sense of belonging.

Ghisi, M., Bottesi, G., Re, A. M., Cerea, S., & Mammarella, I. C. (2016). Socioemotional features and resilience in Italian university students with and without Dyslexia. *Frontiers in Psychology, 7*, 478. doi:10.3389/fpsyg.2016.00478

- Researchers compared psychological traits of Italian college students with dyslexia to those of students without it. Researchers found that students with dyslexia experienced more somatic complaints, social and attention problems, and higher depression scores as well as lower self-esteem than students without dyslexia. Researchers found no difference in levels of resilience between the two groups. Results indicate that interventions to improve the well-being of students with dyslexia may be beneficial.

Giamos, D., Lee, A., Suleiman, A., Stuart, H. & Chen, S. (2017). Understanding campus culture and student coping strategies for mental health issues in five Canadian colleges and universities. *Canadian Journal of Higher Education, 47*(3), 136-151. doi:10.3200/jach.55.1.5-16

- This study aimed to better understand campus mental health culture and student mental health coping strategies, and to identify the mental health needs of students as well as gaps in mental health services within postsecondary education.
  A videovoice method was used to identify and document health-related issues and advocate for change. Forty-one interviews were conducted with campus stakeholders at five universities. Five themes involving mental health emerged from the campus interviews: the stigma of mental illness; campus culture related to mental health; mental health services available and barriers to mental health services on campus; accommodations for students' mental health needs; and student mental health coping strategies. A documentary was

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.

Hartley, M. T. (2011). Examining the relationships between resilience, mental health, and academic persistence in undergraduate college students. *Journal of American College Health, 59*(7), 596-604. doi:10.1080/07448481.2010.515632

- The researcher explored the relationship between interpersonal resilience, intrapersonal resilience, and mental health in terms of academic and social integration in a sample of college students. The researcher found a strong correlation between both types of resilience and mental health, and also found that intrapersonal resilience significantly predicted changes in GPA, aptitude, and achievement. Results give insight as to how college students are able to successfully cope with the stressors that college presents.

Hartley, M. T. (2010). Increasing resilience: Strategies for reducing dropout rates for college students with psychiatric disabilities. *American Journal of Psychiatric Rehabilitation, 13*(4), 295-315. https://doi.org/10.1080/15487768.2010.523372

- The author discusses the benefits of using a resilience framework in treatment of college students with psychiatric illnesses in order to increase retention rates and help the students cope more effectively. The author discusses some of the risk and protective factors of dropping out for this population and provides clinicians working with these students with ideas on how they can effectively work with students exhibiting these factors in order to increase resilience and decrease dropout rates.

Herrero, R., Mira, A., Cormo, G., Etchemendy, E., Banos, R., García-Palacios, A., ... & Botella, C. (2018). An Internet based intervention for improving resilience and coping strategies in university students: Study protocol for a randomized controlled trial. *Internet Interventions.* https://doi.org/10.1016/j.invent.2018.03.005

- Researchers outline their plan to test an internet-based program for college students designed to promote resilience and coping skills, decrease depression and anxiety, and increase well-being. The ease of accessibility of the program is discussed, as well as the impact of mental health issues on this population.

Himmel, J. P. (2015). *The understanding and promotion of resilience in college students* (Doctoral dissertation). Retrieved from Antioch University Repository and Archive.

- Transitioning to college can be hard for many adolescents and emerging adults. The field of psychology has long asked the question, "What helps a person cope with transition and with stress in general?" Research has shown that resilience plays a key role. In recent years there has been a growing interest among psychologists in the concept of resilience, and most importantly in the cultivation of it as both a trait and a learnable skill. Despite this interest in the development and cultivation of resilience, resilience research to date has neglected to explore the ways in which emerging adults understand resilience and use it in coping with the monumental task of transitioning to college and into adulthood. This research aimed to gain a clearer understanding of what knowledge base the undergraduate students at a medium sized liberal arts college have about the concept of resilience and how to develop and employ resilience fostering behaviors. Several research questions were presented: What do resilience rates look like in a healthy college population? What do college students understand about resilience and about resilience fostering behaviors? Do students who report more understanding about resilience concepts and behaviors report higher resiliency in themselves? This research begins answering these questions by asking students about their current understanding of resilience as a concept, as well as their self-reported resilience behaviors. A measure was designed and utilized to evaluate conceptual understanding of resilience. My hypothesis was that students who describe having a greater understanding of resilience will also report higher scores on the resilience measures, as well as on several measures of constructs that have been shown to support resilience, such as optimism and self-mastery. Results from 157 participants include demographic data, multiple regression and correlation findings for quantitative measures, and qualitative data regarding resilience development and promotion. Findings indicate that conceptual understanding is not a key predictor in resilience, however, optimism may play a central role in predicting resilience. Qualitative measures indicate that participating students have a high degree of interest in further resilience oriented education and training.

Hines, A. M., Merdinger, J., & Wyatt, P. (2005). Former foster youth Attending college: Resilience and the transition to young adulthood. *American Journal of Orthopsychiatry, 75*(3), 381-394. doi:10.1037/0002-9432.75.3.381

- The primary purpose of this study was to further research and theory development in the area of risk and resilience by exploring factors associated with academic success among former foster youth--a group at high risk for developmental failure. Using data obtained from in-depth qualitative interviews with 14 former foster youth currently attending a 4-year university, the study described in this article explored factors related to their academic success. Results indicated that factors at the individual, family, and community levels and encompassing more than 1 system at a time were integral in understanding developmental pathways of these youth. Results further suggested that resilience in 1 developmental or functional domain was not necessarily reflected in others. Findings are discussed in terms of conceptual and theoretical directions for further research in the area of resilience and the transition to young adulthood, with a particular emphasis on former foster youth.

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.

Houston, J. B., First, J., Spialek, M. L., Sorenson, M. E., Mills-Sandoval, T., Lockett, M., … & Pfefferbaum, B. (2017). Randomized controlled trial of the resilience and coping intervention (RCI) with undergraduate university students. *Journal of American College Health, 65*(1), 1-9. https://doi.org/10.1080/07448481.2016.1227826

- Researchers performed a pilot test on a 3-week resilience and coping intervention for college students. Students in the RCI group reported feeling less

stressed and depressed than students in the control group at the end of the study period. Results indicate that RCI may be an effective program to use with college students.

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.

Hudziak, J. J., & Tiemeier, G.L. (2017). Neuroscience-inspired, behavioral change program for university students. *Child and Adolescent Psychiatric Clinics of North America, 26*(2), 381-394. http://dx.doi.org/10.1016/j.chc.2016.12.016

- Transitional age youth (TAY) with their associated transitional age brains (TAB) are at high risk for negative health outcomes, high rates of psychiatric illness, suicide attempts, and morbidity and mortality.
- In the context of the TAB, the high-risk living environments sometimes found in college combined with little or no external regulatory support are associated in some cases with profoundly negative statistics on alcohol and drug use, emotional behavioral health, and perhaps low 6-year graduation rates.
- These statistics led to the design, development, and implementation of a neuroscience inspired, incentivized behavioral change program at the University of Vermont called the Wellness Environment (WE).
- WE argues that the prescription of an incentive-based, behavioral change, contingency management program with brain-building activities simply makes good scientific, programmatic, and financial sense for colleges and universities as they attempt to support TAY to graduation.

Hummer, V., & Dollard, N. (2010). Creating trauma-informed care environments: Organizational self-assessment for trauma-informed care practices in youth residential settings. Retrieved from http://www.trauma-informed-california.org/wp-content/uploads/2012/02/Organizational-Self-Assessment-for-Trauma-Informed-Care-Practices.pdf

- This assessment was developed by the College of Behavioral & Community Sciences at the University of South Florida as part of their Creating Trauma-Informed Care Environments curriculum. It is designed to help organization's assess the current state of their trauma-informed care and help plan for improvements.

Institute for Academic Development. (2016, August 2).Building student resilience model. Retrieved from www.ed.ac.uk/institute-academic-development/learning-teaching/staff/levels/academic-transitions-toolkit/building-student-resilience-model.

- This toolkit focuses on the 'academic confidence' aspect of resilience and offers a model that helps students to deal with and overcome: challenge, setback and fear of failure. The Building Student Resilience transitions model focuses on the 'academic confidence' aspect of resilience as the more holistic definition of resilience as 'wellbeing' is beyond the scope of the academic focus of this toolkit. The 'resilience' that this model specifically seeks to build in students includes
  - the confidence to overcome problems that students often face in their learning
  - mindsets that encourage a positive response to setback, challenge and fear of failure.

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.

Johnson, M. L., Taasoobshirazi, G., Kestler, J. L., & Cordova, J. R. (2014). Models and messengers of resilience: A theoretical model of college students' resilience, regulatory strategy use, and academic achievement. *Educational Psychology, 35*(7), 869-885. doi:10.1080/01443410.2014.893560

- Researchers explored why social support and resilience may enhance college students' academic experience, and how strategies like time management may mediate the relationship between resilience and academic achievement. To do this, researchers assessed students' resilience, the degree to which students saw their social support network as models of resilience, and the strategies

students used for self-regulation. Researchers found that the people that students saw as being models and messengers of resilience in their lives had a stronger influence on students' resilience, and that this also influenced the strategies students used for self-regulation, thus indirectly affecting academic achievement. Researchers also found that students' own levels of resilience influenced strategy use, which directly affected academic achievement.

Kalkbrenner, M., & Hernández, T. J. (2016) Community college students' awareness of risk factors for mental health problems and referrals to facilitative and debilitative resources. *Community College Journal of Research and Practice, 41*(1), 56-64. doi:10.1080/10668926.2016.1179603

- The prevalence of school shootings and other campus violence incidents have called attention to the increasing number of college students who are living with Mental Health Disorders (MHDs). There is a substantial amount of literature on MHDs among college students who are attending 4-year universities. However, the literature is lacking research on MHDs among community college students. The purpose of the current study was to analyze archival data to investigate residential community college students' awareness of MHDs and their willingness to refer a friend who was showing signs of an MHD to facilitative and debilitative resources. The results of a multivariate analysis of covariance (MANCOVA) revealed that residential community college students who had high levels of awareness of MHDs were significantly more willing to refer a friend who was showing signs of an MHD to facilitative resources (for example taking them to the counseling center) compared to students with low levels of awareness. This finding was significant at the p = .000 level with a strong effect size, = .13. In addition, male students were significantly more likely than female students to refer a friend who was showing signs of MHDs to debilitative resources (encouraging them to engage in risky behaviors). Implications for how community college counselors and administrators can take initiatives to increase students' awareness of MHDs are discussed.

Kang, J. I., Kim, S. J., Song, Y. Y., Namkoong, K., & An, S. K. (2013). Genetic influence of COMT and BDNF gene polymorphisms on resilience in healthy college students. *Neuropsychobiology, 68*(3), 174-180. doi:10.1159/000353257

- Researchers looked at the role of two genetic factors in college students' resilience. Researchers found main effects and interaction effects of these factors in male students, but not females. These findings may help researchers better understand the influence of genetics on resilience, and may thus understand development of and recovery from psychiatric disorders.

Karmalkar, S. J., & Vaidya, A. (2017). Effects of classical yoga intervention on resilience of rural-to-urban migrant college students. *Indian Journal of Positive Psychology, 8*(3), 429-434. Retrieved from

https://www.questia.com/library/journal/1P4-1962555859/effects-of-classical-yoga-intervention-on-resilience

- Researchers implemented a yoga-based intervention aimed at enhancing resilience in a sample of 16-18 year old college students in India that had relocated to a new city for school. The intervention involved mindfulness meditation. Researchers discuss the benefits of practicing yoga in regards to coping with stress. At the end of the implementation of the intervention, the treatment group was found to be higher in resilience and finding meaning than the control group.

Keith, P. M., Byerly, C., Floerchinger, H., Pence, E., & Thornberg, E. (2006). Deficit and resilience perspectives on performance and campus comfort of adult students. *College Student Journal, 40*(3), 546-556. Retrieved from

https://www.sdbor.edu/administrative-offices/student-affairs/sac/Documents/DeficitandResiliencePerspectives_Keithetal.pdf

- Researchers examined the resilience and deficit perspectives in terms of explaining the experience of older college students. Looking at students' experiences from the resilience model, researchers found that social support was important to these individuals, with support from professors having the strongest impact. All students involved in the study experienced age-related stress.

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.

Lau-Barraco, C., Linden-Carmichael, A. N., Braitman, A. L., & Stamates, A. L. (2016). Identifying patterns of situational antecedents to heavy drinking among college students. *Addiction Research & Theory, 24*(6), 431–440. doi:10.3109/16066359.2016.1153077.

- Emerging adults have the highest prevalence of heavy drinking as compared to all other age groups. Given the negative consequences associated with such drinking, additional research efforts focused on at-risk consumption are warranted. The current study sought to identify patterns of situational antecedents to drinking and to examine their associations with drinking motivations, alcohol involvement, and mental health functioning in a sample of heavy drinking college students. Method: Participants were 549 (65.8% women) college student drinkers. Results: Latent profile analysis identified three classes based on likelihood of heavy drinking across eight situational precipitants. The 'High Situational Endorsement' group reported the greatest likelihood of heavy drinking in most situations assessed. This class experienced the greatest level of

alcohol-related harms as compared to the 'Low Situational Endorsement' and 'Moderate Situational Endorsement' groups. The Low Situational Endorsement class was characterized by the lowest likelihood of heavy drinking across all situational antecedents and they experienced the fewest alcohol-related harms, relative to the other classes. Class membership was related to drinking motivations with the 'High Situational Endorsement' class endorsing the highest coping- and conformity-motivated drinking. The 'High Situational Endorsement' class also reported experiencing more mental health symptoms than other groups.Conclusions: The current study contributed to the larger drinking literature by identifying profiles that may signify a particularly risky drinking style. Findings may help guide intervention work with college heavy drinkers.

Lee, J. & Sunghyun, J. (2015) An exploration of stress and satisfaction in college students. *Services Marketing Quarterly*, *36*(3), 245-260. doi:10.1080/15332969.2015.1046774

- Although higher education institutions are striving to foster quality educational environments for their students, a number of college students are known to experience high levels of stress rather than satisfaction during their school years. This study explores the nature of college students' stress and tests its impact on student satisfaction with their college lives. The study adopts a structural equation modeling approach, which examines the effects caused by three stressors (academic, interpersonal, and social) on overall stress and student satisfaction with their educational experiences at college. Managerial implications of the research findings are discussed. [ABSTRACT FROM AUTHOR]

Lee, Z., Park, C. S., Kim, B. J., Lee, C. S., Cha, B., Lee, Y. J., … & Song, E. H. (2016). Association between morningness and resilience in Korean college students. *Chronobiology International, 33*(10), 1-9. doi:10.1080/07420528.2016.1220387

- The relationship between circadian typology and resilience was examined in a sample of Korean college students was evaluated researchers controlled for sleep quality and the influence of practices such as sunlight exposure as well. Results indicate that both morningness and enhanced sleep quality predict resilience.

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.

Levin, M. E., Pistorello J., Seeley, J. R., & Hayes, S. C. (2013). Feasibility of a prototype web-based acceptance and commitment therapy prevention program for college students. *Journal of American College Health, 62*(1), 20-30. doi:10.1080/07448481.2013.843533

- This study examined the feasibility of a prototype Web-based acceptance and commitment therapy (ACT) program for preventing mental health problems among college students. Participants: Undergraduate first-year students (N = 76) participated between May and November 2011. Methods: Participants were randomized to ACT or a waitlist, with assessments conducted at baseline, posttherapy, and 3-week follow-up. Waitlist participants accessed the program after the second assessment. Results: Program usability/usage data indicated high program acceptability. Significant improvements were found for ACT knowledge, education values, and depression with ACT relative to waitlist. Subgroup analyses indicated that ACT decreased depression and anxiety relative to waitlist among students with at least minimal distress. Within the ACT condition, significant improvements were observed from baseline to 3-week follow-up on all outcome and process measures. Conclusions: Results provide preliminary support for the feasibility of a Web-based ACT prevention program.

Li, M. H., Eschenauer, R., & Yang, Y. (2013). Influence of efficacy and resilience on problem solving in the United States, Taiwan, and China. Journal of Multicultural Counseling and Development, 41(3), 144-157.

https://doi.org/10.1002/j.2161-1912.2013.00033.x

- This cross-cultural study examined predictors of having a problem-solving coping style in college students from the U.S., Taiwan, and China. Results found that trait resilience and self-efficacy predicted problem-solving in all three samples.

Li, M. H., & Yang, Y. (2016). A cross-cultural study on a resilience–Stress path model for college Students. *Journal of Counseling & Development, 94*(3), 319-332. https://doi.org/10.1002/jcad.12088

- Researchers examined the relationship between stress and resilience in three samples of college students from the United States, Taiwan, and China. Results show that the relationship between stress, self-efficacy, trait resilience, secure attachment, and active coping is similar in samples from all three countries. Stress was found to influence secure attachment, self-efficacy, and trait resilience, which aligns with the existing theory that stress activates resilience factors.

Livni, E.(2018, June 26). "Find your passion" is bad advice, say Yale-NUS and Stanford psychologists. *Quartz*. Retrieved from https://qz.com/1314088/find-your-passion-is-bad-advice-say-yale-and-stanford-psychologists/

- A recent study on the effects of a growth versus fixed mindset on learning and resilience revealed that individuals with a growth mindset may be more curious and motivated than those with a fixed mindset. Psychologist Paul O'Keefe warns that the common mantra, "find your passion", suggests a passive process and promotes the fixed mindset that each person has a single interest they are meant to pursue. A growth mindset, on the other hand, suggests that passions are developed and can be numerous. Thus, a growth mindset not only increases one's chance of finding their passion but also of mastering it without giving up. Individuals with a fixed mindset are more likely to lose motivation when an interest becomes difficult and believe that when they find their passion it will be easy to pursue.

Logan-Greene, P., Green, S., Nurius, P. S., & Longhi, D. (2014). Distinct contributions of adverse childhood experiences and resilience resources: A cohort analysis of adult physical and mental health. *Social Work in Health Care, 53*(8), 776–797. doi: 10.1080/00981389.2014.944251

- Although evidence is rapidly amassing as to the damaging potential of early life adversities on physical and mental health, as yet few investigations provide comparative snapshots of these patterns across adulthood. This population-based study addresses this gap, examining the relationship of adverse childhood experiences (ACEs) to physical and mental health within a representative sample (n = 19,333) of adults, comparing the prevalence and explanatory strength of ACEs among four birth cohorts spanning ages 18–79. This assessment accounts for demographic and socioeconomic factors, as well as both direct and moderating effects of resilience resources (social/emotional support, life satisfaction, and sleep quality). Findings demonstrate (1) increasing trends of reported ACEs across younger cohorts, including time period shifts such as more prevalent family incarceration, substance abuse, and divorce, (2) significant bivariate as well as independent associations of ACEs with poor health within every cohort, controlling for multiple covariates (increasing trends in older age for physical health), and (3) robust patterns wherein resilience resources moderated ACEs, indicating buffering pathways that sustained into old age. Theoretical and practice implications for health professionals are discussed.

Maples, L. A., Park, S. S., Nolen, J. P., & Rosen, L. A. (2014). Resilience to childhood abuse and neglect in college students. *Journal of Aggression Maltreatment & Trauma, 23*(10), 1001-1019. doi:10.1080/10926771.2014.964435

- Researchers examined the prevalence of childhood maltreatment in college students and compared the relationship between this and adjustment to college between men and women. Men who had experienced maltreatment were found to be more resilient than women. Researchers found that negative life events and protective factors mediated the relationship between adjustment and maltreatment for women. Protective factors moderated the relationship between adjustment and maltreatment for men. Researchers conclude that though many college students have experienced maltreatment, many also exhibit resilience.

Malouff, J.M. & Schutte, N.S. (2016). Can psychological interventions increase optimism? A meta-analysis. *The Journal of Positive Psychology*, *12*(6), 594-604, 10.1080/17439760.2016.1221122

- Greater optimism is related to better mental and physical health. A number of studies have investigated interventions intended to increase optimism. The aim of this meta-analysis was to consolidate effect sizes found in randomized controlled intervention studies of optimism training and to identify factors that may influence the effect of interventions. Twenty-nine studies, with a total of 3319 participants, met criteria for inclusion in the analysis. A significant meta-analytic effect size, g = .41, indicated that, across studies, interventions increased optimism. Moderator analyses showed that studies had significantly higher effect sizes if they used the Best Possible Self intervention, provided the intervention in person, used an active control, used separate positive and negative expectancy measures rather than a version of the LOT-R, had a final assessment within one day of the end of the intervention, and used completer analyses rather than intention-to-treat analyses. The results indicate that psychological interventions can increase optimism and that various factors may influence effect size .[Abstract from author]

Merdinger, J. M., Hines, A. M., Kathy, L. O., & Wyatt, P. (2005). Pathways to college for former foster youth: Understanding factors that contribute to educational success. *Child Welfare, 84*(6), 867-896. Retrieved from https://login.proxy.lib.fsu.edu/login?url=https://search.proquest.com/docview/213809252?accountid=4840

- This article presents early descriptive findings from the Pathways to College study, a multimethod and multiphase study of emancipated foster youth. Results based on a sample of 216 emancipated foster youth attending a four-year

university indicate that many of their experiences are characteristic of individuals manifesting resilience in the face of adversity. At the same time, results indicate that although the youth are successful academically, they may be vulnerable in other areas. This article examines the participants' responses, comparing them to other studies to understand the factors that affect the academic performance of former foster youth.

Mills, L. (2016). *The experience of university students in cultivating mindfulness : what helps and hinders* (Doctoral Dissertation). Retrieved from The University of British Columbia. https://open.library.ubc.ca/cIRcle/collections/24/items/1.0314577

- This study explored the experience of university students in cultivating mindfulness. University students face many unique academic, financial, social, and personal stressors in the pursuit of their educational goals. The literature suggests that the nature of mental health is changing for today's students, with increasing prevalence, chronicity, complexity, and severity of psychological issues. University counselling centres serve a growing number of students with severe psychological problems, many presenting in crisis and requiring immediate response. This consistent rise in clients seen by centres, compounded with stretched resources and budgetary concerns, is causing many centres to incorporate different treatment modalities to address these challenges. Outcome research suggests that mindfulness is a beneficial intervention with university students, especially in reducing symptoms of stress, anxiety, and depression. However, there is limited qualitative research on the experience of university students in cultivating mindfulness, and no known published research on what facilitates and challenges students who participate in a mindfulness-based intervention as part of treatment at a university counselling centre. Fourteen participants were interviewed about what helps and hinders their cultivation of mindfulness. All participants had completed a Mindfulness-based Stress Reduction group as part of treatment through their university counselling centre. The Enhanced Critical Incident Technique was used to analyze the interviews, which produced 390 total incidents, with 195 helping incidents, 130 hindering incidents, and 65 wish list items. These incidents and wish list items were grouped into 19 categories. The 11 helping categories are Mindfulness Practice, Mindfulness Group, External Environment, Personal Strategies, Benefits of Mindfulness, Routine, Mindfulness Concept, Social Support, External Reminders, Inspirational Others, and Stress. The five hindering categories are Disruptions, Time, Tired, Emotion and Anxiety, and Interpersonal Relationships. The three wish list categories are Space, Resources, and Cultural Shift. The findings suggest that mindfulness practice and the influence of the mindfulness group are important factors for students' cultivation of mindfulness, as well as external

context, personal factors, and the influence of others outside of the mindfulness group.

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.

Momeni, K. M., Moradi, S., Dinei, S., Shahrestani, A., Dinei, M., Mohammadi, F., & Dabirian, M. (2017). The relationship between quality of life, spirituality, and resilience and suicidal thoughts in students of Razi University. *Annals of Tropical Medicine and Public Health, 10*(3), 586-588. doi:10.4103/ATMPH.ATMPH_106_17

- Researchers discuss the growing issue of suicide in college students. The relationship between quality of life, resilience, spirituality, and suicidal thoughts was explored in a sample of Iranian college students. Researchers found that resilience and quality of life significantly predicted a decrease in suicidal thoughts.

Morgan Consoli, M. L., 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. doi:10.1177/0739986315589141

- Researchers explored the influence of spirituality, hope, social support, and cultural values in predicting resilience and thriving in Latino/a college students.

Results highlight differences between resilience and thriving, as the two had different predicting factors. Hope was found to predict both resilience and thriving. Spirituality and cultural pride were significant predictors only for thriving.

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.

Neely, M.E., Schallert, D.L., Mohammed, S.S., Roberts, R.M., Chen, Y. (2009) Self-kindness when facing stress: The role of self-compassion, goal regulation, and

support in college students' well-being. *Motivation and Emotion*, *33*(1), 88-97. https://doi.org/10.1007/s11031-008-9119-8

- This project brought together the constructs of goal and emotion regulation as a way of understanding college students' well-being, building on previous work that identified the ability to disengage in goal pursuit and to redirect energy toward alternative goals as an important contributor to well-being. In Study 1, we assessed the amount of variance in well-being accounted for by measures of goal management, adding to the regression measures of student stress and self-compassion, the latter defined as a healthy form of self-acceptance and characterized as a tendency to treat oneself kindly in the face of perceived inadequacy. In Study 2, the stress scale was replaced by measures of perceived need and availability of support. Across studies, although factors such as goal management, stress, and need for and availability of support were important predictors of well-being, self-compassion accounted for a significant amount of additional variance in well-being. [ABSTRACT FROM AUTHOR]

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/1o.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.

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. J*ournal 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 metal 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.

Pennebaker, J.W., & Chung, C.K. (2011). Expressive writing: Connections to mental and physical health. *The Oxford Handbook of Health Psychology.* doi:10.1093/oxfordhb/9780195342819.013.0018

- When people translate their feelings and thoughts about their upsetting experiences into language, their mental and physical health often improve. Keeping a trauma secret from an intact social network is more unhealthy than not having a social network at all. The positive effect of the disclosure shows up despite cultural differences.
- Expressive writing has been found to decrease cortisol levels, decrease negative mood states, and increase post traumatic growth. For beginning college students, when asked to write about emotional issues related to coming to college, both health and college grades improve. Those who are able to find benefits from negative experiences - "make meaning" - report fewer disruptive thoughts and milder distress. It is important to instruct students to write about the

cognitive and emotional aspects of a trauma. Also important is letting the students pick the topic.

- As for timing, the researchers encourage clinicians to delay the use of expressive writing for 1-2 months after a traumatic event - the detachment and denial mechanisms may be healthy right after a trauma. One study found that only 2 minutes a day of writing has benefits - so there is no need for long assignments. Writing assignments were compared to bodily movement as an expression of a traumatic experience - both felt better, but health gains were only seen in the writing group.
- In addition - analysis of writing shows that writing about an experience over time can shift their perspective, and help the writer see different sides of the experience. One study showed the more that writers changed their pronoun usage, the more health gains they saw.

  Finally, writing about an experience can release that experience from the person's working memory. They will spend less cognitive effort on these thoughts, and this will allow them to be more functional in their relationships and lives.

Rahat, E., & İlhan, T. (2016). Coping styles, social Support, Relational self-construal, and resilience in predicting students' adjustment to university life. *Educational Sciences: Theory and Practice, 16*(1), 187-208. doi:10.12738/estp.2016.1.0058

- Researchers looked at the relationship between coping styles, social support, relational self-construal, and resilience and students' adjustment to college life. Results show that all factors were significant in predicting adjustment, but that resilience was the strongest of these. Relational self-construal had a smaller impact on adjustment than the other variables.

Reddick, R. J., Johnson, E. A., Jones, A., Lowe, T. A., Stone, A. N., & Thomas, J. (2017). Resilience, reconciliation, and redemption: An initial historical sketch of pioneering black students in the Plan II Honors Program. *Journal of the National Collegiate Honors Council, 18*(1), 79-108. Retrieved from https://files.eric.ed.gov/fulltext/EJ1172621.pdf

- Authors discuss the importance of resilience in an honors program for black college students. Authors state that the students that were successful in the program demonstrated resilience, and that thus it is important for this trait to be passed on to students that exhibit lower levels of resilience.

Reyes, A. T., Andrusyszyn, M. A., Iwasiw, C., Forchuk, C., & Babenko‑Mould, Y. (2015). Nursing students' understanding and enactment of resilience: a grounded theory study. *Journal of Advanced Nursing, 71*(11), 2622-2633. doi:10.1111/jan.12730

- Researchers looked at nursing students' understanding and enactment of resilience in order to gain a better understanding of resilience in nursing students. Through interviews, students revealed that they understood and enacted resilience by "pushing through" to make academic progress and reach goals. These results imply that resilience is dynamic and can be learned.

Reyes, A. T., Kearney, C. A., Isla, K., & Bryant, R. (2018). Student veterans' construction and enactment of resilience: A constructivist grounded theory study. *Journal of Psychiatric and Mental Health Nursing, 25*(1), 37-48. doi:10.1111/jpm.12437

- Many student veterans face additional challenges as college students, since they must also adjust to civilian life. This study examined how military college students were able to create and use resilience in their personal and academic lives. Researchers found that students do so through "integrating", and that this process of resilience is dynamic.

Rogers, H. B. (2013). Mindfulness meditation for increasing resilience in college students. *Psychiatric Annals*, *43*(12), 545-548. doi:10.3928/00485713-20131206-06

- The author discusses the importance of resilience to mental health, and points out that moderate levels of stress can actually be beneficial to the development of resilience. The author discusses the effects of biology and the brain on resilience, and also provides some of the benefits of mindfulness meditation for college students. The author mentions that while mindfulness practice can be very beneficial to this age group, it is also difficult to encourage college students to engage in mindfulness and thus specialized mindfulness interventions are needed for college students.

Rosenbaum, P. & Weatherford, R. D. (2017). Resilience in college students. *Journal of College Student Psychotherapy, 31*(2), 91-92. doi:10.1080/87568225.2017.1297640

- We could argue this generation connects and relates differently than previous generations. Maybe they have more quantity and perhaps less quality regarding social connection. In a resilient way, this generation may have more outlets to express themselves. They certainly have more access to outlets that validate students who would otherwise feel ostracized or "othered." These increased conduits for connection may represent an improved way of coping among Millennials. They can feel less alone and isolated.

Rosenthal, B., & Wilson, W. C. (2008). Mental health services: Use and disparity among diverse college students. *Journal of American College Health, 57*(1), 61–68. doi:10.3200/JACH.57.1.61-68

- In this empirical study, the authors examined (1) actual use of counseling for emotional problems and (2) the assumptions that ethnicity, sex, social class, and psychological distress are associated with disparities in use of counseling. Participants were 1,773 diverse undergraduate students at an urban university. The authors collected data via self-administered questionnaires between 1999 and 2005; they used a cross-sectional correlational research design, including analysis of variance statistical procedures. RESULTS: Students' level of counseling use (10%) was similar to that estimated for a national college sample. Students reporting higher levels of distress were more likely to use counseling; however, more than three-fourths of students who reported clinically significant levels of distress had not received counseling. CONCLUSIONS: The authors observed no disparities in use of mental health services in terms of sex, ethnicity, and socioeconomic status.

Sart, Z. H., Börkan, B., Erkman, F., & Serbest, S. (2016). Resilience as a mediator between parental acceptance–rejection and depressive symptoms among university students in Turkey. *Journal of Counseling & Development, 94*(2), 195-209. https://doi.org/10.1002/jcad.12076

- Researchers discuss the importance of parents in the lives of their children and in terms of youth building resilience. The negative impact of mental disorders is also discussed. Researchers evaluated the relationship between parental acceptance-rejection and symptoms of depression as well as the effect of resilience on this relationship in a sample of college students in Turkey. Resilience was found to fully mediate the relationship between maternal rejection and symptoms of depression and partly mediate the relationship between symptoms of depression and paternal rejection in women. These results imply the importance of resilience for the mental health of college students, especially those that have experienced parental rejection.

Sasaki, M., & Yamasaki, K. (2007). Stress coping and the adjustment process among university freshman. *Counselling Psychology Quarterly, 20*(1), 51–67. https://doi.org/10.1080/09515070701219943

- The purpose of the present study was to investigate causal relationships between dispositional and situational coping and health status in university freshmen. Two hundred and twenty-nine university freshmen completed

questionnaires at Time 1 (immediately after university matriculation) and at Time 2 (approximately three months later) in a short-term, prospective study. Structural equation modeling was used to analyze causal relationships between four coping strategies (i.e., emotion expression, emotional support seeking, cognitive reinterpretation, and problem solving) and four health status variables (i.e., somatic symptoms, anxiety and insomnia, social dysfunction, and depression). Increases in dispositional coping predicted increases in situational coping at certain time points. In addition, increases in dispositional emotion-focused coping, such as emotion expression and emotional support seeking, predicted poor health status. This relationship was mediated by situational coping variables. Finally, increases in dispositional problem-focused coping, such as cognitive reinterpretation and problem solving, predicted better health status. This relationship was direct or indirectly mediated by situational coping variables. Our data suggest that the use of coping skills such as cognitive reinterpretation and problem solving may promote better health and adaptation in university freshmen.

Schnider, K. R., Elhai, J. D., & Gray, M. J. (2007). Coping style use predicts posttraumatic stress and complicated grief symptom severity among college students reporting a traumatic loss. *Journal of Counseling Psychology, 54*(3), 344-350. http://dx.doi.org/10.1037/0022-0167.54.3.344

- Researchers examined the relationship between problem-focused coping and active and avoidant emotional coping with complicated grief and PTSD in college students that had experienced the unexpected death of someone close to them. Researchers found that an avoidant emotional coping style most significantly predicts the severity of complicated grief and PTSD.Findings imply that college students with avoidant emotional coping behaviors may need to use another type of coping style in order to successfully cope with traumatic loss.

Schroder, H. S., Yalch, M. M., Dawood, S., Callahan, C. P., Donnellan, M. B., & Moser, J. S., (2016). Growth mindset of anxiety buffers the link between stressful life events and psychological distress and coping strategies. *Personality and Individual Differences 110,* 23-26. http://dx.doi.org/10.1016/j.paid.2017.01.016

- This study focuses on malleability, or the ability to be easily influenced. It focuses on the growth mindset, "the belief that an attribute like intelligence or personality is changeable". It seeks to prove that students with a growth mindset adjust more easily to academic transitions. The results seek to suggest that anxiety mindsets show resilience, just like intelligent mindsets show academic outcomes.

Shatkin, J. P., Diamond, U., Zhao, Y., DiMeglio, J., Chodaczek, M., & Bruzzese, J. M. (2016). Effects of a risk and resilience course on stress, coping skills, and cognitive strategies in college students. *Teaching of Psychology, 43*(3), 204-210. doi:10.1177/0098628316649457

- A risk and resilience training was tested on a sample of college students. The course lasted two semesters and provided training on coping skills, stress, and cognitive style. Students enrolled in the course reported improved stress, coping, and dysfunctional attitudes after one semester of the program and no additional benefits following the second. Researchers conclude that the program may be effective in reducing stress and enhancing resilience in college students.

Shi, J., Chen, Z., Yin, F., Zhao, J., Zhao, X., & Yao, Y. (2016). Resilience as moderator of the relationship between left-behind experience and mental health of Chinese adolescents. *International Journal of Social Psychiatry, 62*(4), 386-393. doi:10.1177/0020764016636910

- The impact of parental absence and a resulting "left-behind experience" on a sample of Chinese college students was evaluated. Students that had had a "left-behind experience" were found to be lower in resilience and higher in mental health problems than those that did not. Resilience was found to be a moderator of both the "left-behind experience" and mental health problems, indicating that promoting resilience in this specific group may help prevent mental health problems.

Shi, J., Wang, L., Yao, Y., Chen, F., Su, N., Zhao, X., & Zhan, C. (2016). Protective factors in Chinese university students at clinical high risk for psychosis. *Psychiatry Research, 239*, 239-244. https://doi.org/10.1016/j.psychres.2016.03.036

- Researchers looked at self-reported self-esteem, social support, and resilience in a sample of college students that were at a high risk for psychosis in comparison to a group of controls. Those in the risk group had lower self-esteem, social support, and resilience. Self-esteem was the only significant predictor of negative, depressive symptoms and global functioning. Researchers also found that students that had fully recovered 6 months later were more resilient and had less symptoms of depression at the start of the study. These results imply that a resilience intervention may be useful in preventing psychosis.

Sigalit, W., Sivia, B., & Michal, I. (2017). Factors associated with nursing students' resilience: Communication skills course, use of social media and satisfaction with clinical placement. *Journal of Professional Nursing, 33*(2), 153-161. https://doi.org/10.1016/j.profnurs.2016.08.006

- A study involving Israelian undergraduate nursing students looked at:
    1. The relationship between personal and group resilience and use of social networks and use of formally taught communication skills
    2. Personal and clinical characteristics related to personal and group resilience, and perceived helpfulness of a communication class
    3. Factors contributing to satisfaction with clinical placement
- Use of social networking was positively related to both personal and group resilience. Social media use, religion, and clinical placement were related to resilience and perceived helpfulness of the communication class. Satisfaction with clinical placement was associated with teachers' personal and professional skills. Researchers conclude that social networking can be used as a tool to promote students' resilience.

Sontag-Padilla, L., Dunbar, M. S., Ye, F., Kase, C., Fein, R., Abelson, S., Seelam, R., & Stein, B. D. (2018). Strengthening college students' mental health knowledge, awareness, and helping behaviors: The impact of active minds, a peer mental health organization. *The Journal of the American Academy of Child & Adolescent Psychiatry 57*(7), 500-507. https://doi.org/10.1016/j.jaac.2018.03.019

- Active Minds is a student organization on college campuses that's main goals are to increase awareness around mental health, decrease stigma, and change knowledge, attitudes, and behaviors surrounding mental health. Organizations like Active Minds have been shown to teach and facilitate help-seeking behaviors. The study used an empirically driven approach and is the largest longitudinal study examining the impact of student peer organizations on changes in students' mental health. Findings show that stigma around mental health decreased, and that Active Minds (or organizations like it) improved student perceived knowledge. The study also showed increased involvement and self-reported increases in helping behaviors

Smeets, E., Neff, K., Alberts, H., & Peters, M. (2014). Meeting suffering with kindness: Effects of a brief self-compassion intervention for female college students. *Journal of Clinical Psychology*, 1-15. doi:10.1002/jclp.22076

- Researchers evaluated a self-compassion group in terms of its ability to enhance resilience and well-being in college women. Researchers found that students in the treatment group had significant increases in self-compassion, mindfulness, optimism, and self-efficacy when compared to the control group. The treatment group also showed a significant decrease in rumination. Results indicate that a brief intervention such as this may help to improve the well-being and resilience of women in college.

Smith, G. D., & Yang, F. (2017). Stress, resilience and psychological well-being in Chinese undergraduate nursing students. *Nurse Education Today, 49*, 90-95. https://doi.org/10.1016/j.nedt.2016.10.004

- Researchers discuss the prevalence of stress in nursing students, and propose that resilience may improve student' capacity to cope with stress. Researchers found that high stress levels in the tested sample of Chinese college students, and found an association between psychological well-being and stress in this sample. Researchers propose that enhancing resilience in students may help to decrease the negative impact of stress on psychological well-being.

Sojer, P., Kainbacher, S., Kemmler, G., Freudenthaler, H., & Deisenhammer, E. (2017). The impact of trait emotional intelligence and resilience on suicidal behavior in university students. *European Psychiatry, 41*, S403. https://doi.org/10.1016/j.eurpsy.2017.02.475

- The relationship between emotional intelligence, resilience, and suicidal ideation was explored in a sample of college students. Results revealed a negative relationship between suicidal ideation and resilience, as well as between suicidal ideation and emotional intelligence.

Stallman, H. M., & Kavanagh, D. J. (2018). Development of an internet intervention to promote wellbeing in college students. *Australian Psychologist, 53*(1), 60-67. https://doi.org/10.1111/ap.12246

- Researchers tested an online intervention to enhance resilience and well-being in college students in Australia. Findings suggest that the program was both easily accessible and well-like by students.

Stanford GSB Staff. (2012, May 12). The value of "values affirmation". *Insights by Stanford Business*. Retrieved from https://www.gsb.stanford.edu/insights/value-values-affirmation

- Minority students attending predominantly white schools are likely to experience increased stress and poorer performance resulting from internalization of negative stereotypes about the intelligence of their group. The psychological dynamic of being a minority at school contributes to the achievement gap in the U.S. education system. However, studies of simple value-affirmation intervention where students were asked to reflect on what was important to them, such as meaningful relationships or personal interests, at important points in the school year showed an improvement in the achievement gap by 30% and remediation among the lowest performing students dropped from 18% to 5%. In a study about another psychological factor, social belonging, college freshman were asked to relate their own experiences to quotes and statistics about how it is normal to feel a temporary lack of belonging in a new environment. The grade point averages of African American participants rose significantly after this exercise and three years later, participants reported being happier and healthier than nonparticipants. This shows that improving the sense of belonging among students helps them form the types of relationships with faculty and peers that foster success.

Steinhardt, M., & Dolbier, C. (2008). Evaluation of a resilience intervention to enhance coping strategies and protective factors and decrease symptomatology. *Journal of American college health, 56*(4), 445-453. doi:10.3200/JACH.56.44.445-454

- The intervention tested in this study was created to enhance resilience, coping strategies, and protective factors and to decrease symptoms (including stress and depression) in a sample of college students under academic stress. Results show that those participating in the intervention had increased resilience, better coping, and more protective factors, and less symptomology following the intervention when compared to those in the control group. These results imply that the intervention may effectively help college students manage and prevent stress.

Surette, T. E., & Shier, M. L. (2017). A common factors approach to supporting university students experiencing psychological distress. *Journal of College Student Psychotherapy, 31*(22), 112-131. doi:10.1080/87568225.2016.1248233

- This study empirically assessed the applicability of the common factors model to students accessing university-based counseling (n = 102). Participants rated symptoms of depression, anxiety, and somatization at intake and discharge. Therapists kept detailed session notes on client factors and therapy process variables. Data were analyzed utilizing structural equation modeling to assess what common factors significantly predicted outcome improvements. Authors

found duration of therapy, positive life events, and intimate relationship supports positively influenced outcomes. Increases in the number of intervention approaches and sessions negatively influenced certain outcomes. The present findings have important implications for programming and treatment planning within on-campus counseling services.

Taylor, D. (2016). A chronicle of just-in-time information: The secret to building first year university student wellbeing and resilience based on a three year initiative. *Student Success, 8*(1), 35-47. doi:10.5204/ssj.v8i1.350

- The researchers discusses the successful provision of a curricular and extra-curricular resilience-enhancing program to first and second year college students in Australia. The researcher provides specific information on how the program should be implemented, and discusses how it can be a good source of support to incoming college students.

Victor, P. P., Teismann, T., & Willutzki, U. (2017). A pilot evaluation of a strengths-based CBT intervention module with college students. *Behavioural and Cognitive Psychotherapy, 45*(4), 427-431. https://doi.org/10.1017/S1352465816000552

- Researchers tested an intervention focusing on resilience strategies in terms of decreasing stress, enhancing protective factors, and improving quality of life in a sample of college students. Results show that those involved in the intervention showed significantly larger improvements in all three areas than those in the control group.

Walton, G.M., & Cohen, G.L. (2007). A question of belonging: Race, social fit, and achievement. *Journal of Personality and Social Psychology 92*(1), 82–96. doi:10.1037/0022-3514.92.1.82

- Stigmatization can give rise to belonging uncertainty. Two experiments tested how belonging uncertainty undermines the motivation and achievement of people whose group is negatively characterized in academic settings. In Experiment 1, students were led to believe that they might have few friends in an intellectual domain. Whereas White students were unaffected, Black students (stigmatized in academics) displayed a drop in their sense of belonging and potential.
- Experiment 2 tested an intervention designed to de-racialize the meaning of hardship in college and the doubt about belonging that it can trigger. First-year students learned that hardship and doubt were unique neither to them nor to members of their racial group but rather were common to all 1st-year students

regardless of race. On nearly every outcome assessed, this intervention benefited Black students, immediately improving their sense of fit on campus. It boosted Black students' belief in their potential to succeed in college by 20 percentile points. Black students in the treatment condition no longer globalized the implications of a bad day into a conclusion about their fitness for college Minority individuals are aware that their group is under-represented and stigmatized both in academic settings and elsewhere. Majority students may benefit from an assumed sense of social belonging in intellectually evaluative contexts (Cohen et al., 1999).

Wang, D., Nan, J. K., & Zhang, R. (2017). Structured group sandplay to improve the resilience of college students: A pilot study. *The Arts in Psychotherapy, 55*, 186-194. doi:10.1016/j.aip.2017.04.006

- Researchers explored the effects of a group sandplay intervention on the resilience of college students. The intervention was shown to have positive effects on the students' resilience.

Wiehn, J., Hornberg, C., & Fischer, F. (2018). How adverse childhood experiences relate to single and multiple health risk behaviours in German public university students: a cross-sectional analysis. BMC Public Health, 18(1), 1-13. https://doi.org/10.1186/s12889-018-5926-3

- Background: Adverse childhood experiences (ACEs) have been shown to be linked to health risk behaviours (HRBs). This study aims to identify risk factors for ACEs and to examine the associations between ACEs and single and multiple HRBs in a sample of university students in Germany.
- Methods: An online-based cross-sectional study was conducted among public university students (N = 1466). The widely applied ACE questionnaire was used and extended to operationalise 13 categories of childhood adversity. First, variables for each type of ACE and HRB were dichotomised (single ACEs and single HRBs), and then used for cumulative scores (multiple ACEs and multiple HRBs). Frequencies were assessed, and (multinomial) logistic regression analyses were performed.
- Results: Prevalence rates of ACEs ranged from 3.9 to 34.0%, depending on the type of childhood adversity. Sociodemographic risk and protective factors for single/multiple ACEs varied strongly depending on the outcome. In particular, a high family socioeconomic status seemed to be a consistent protective factor for most ACEs. After adjusting for sociodemographic characteristics, both single and multiple HRBs were associated with single events of ACEs. Moreover,

dose-response relationships between multiple ACEs and various single and multiple HRBs were found.

- Conclusions**:** The study provides strong evidence that ACEs are associated with HRBs. The number of ACEs may play a role in single or multiple HRBs. Reducing the number of ACEs could thus decrease HRBs, which account for many of the leading causes of morbidity and death. The findings highlight the importance of trauma-informed health interventions designed to prevent the occurrence of ACEs, and build capacity among children and adults. [ABSTRACT FROM AUTHOR]

Wilson, J. T. (2016). Brightening the mind: The impact of practicing gratitude on focus and resilience in earning. *Journal of the Scholarship of Teaching and Learning*, *16*(4), 1-13. doi:10.14434/josotl.vl6i4.19998

- This study looked at the effect of gratitude on college students' ability to focus and remain resilient when learning felt difficult. Students participated in a gratitude intervention involving text message reminders to practice gratitude. Findings show that these reminders helped students to focus better and be resilient when learning was difficult.

Womble, M. N., Labbé, E. E., Shelley-Tremblay, J. F., & Norrell, P. (2014). Regular exercise adoption: Psychosocial factors influencing college students. *Journal of Sport Behavior, 37*(2), 203. Retrieved from

https://studylib.net/doc/11212797/regular-exercise-adoption--psychosocial-factors-influe nci…

- Researchers looked at factors influencing exercise adoption in college students. Results show that physical self-efficacy, pros of a regular exercise routine, resilience, and VO2 max predicted where students were at in terms of adopting an exercise routine. Resilience was found to be one of the strongest predictors among these. This result implies that resilience may be an important factor in increasing a positive-health behavior- physical activity.

Woodford, M. m., & Kulick, A. (2015). Academic and social integration on campus among sexual minority students: The impacts of psychological and experiential campus climate. *American Journal Of Community Psychology, 55*(1-2), 13-24. doi:10.1007/s10464-014-9683-x

- "A heterosexist campus climate can increase risk for mental health problems for sexual minority students; however, the relationship between campus climate for sexual minorities and academic outcomes remains understudied. Using a sample

of sexual minority respondents extracted from a campus climate survey conducted at a large university in the Midwest, we examine relationships between multiple dimensions of psychological and experiential campus climate for sexual minorities with academic integration (academic disengagement, grade-point average [GPA]) and social integration (institutional satisfaction, acceptance on campus). We also investigate the protective role of engagement with informal academic and peer-group systems. Findings suggest campus climate affects sexual minority students' integration. In multivariate analyses, perceptions of whether lesbian, gay, and bisexual (LGB) people could be open about their sexual identity was positively associated with acceptance on campus; personal heterosexist harassment was positively associated with academic disengagement and negatively with GPA. Students' informal academic integration (instructor relations) and informal social integration (LGB friends) demonstrated influential main effects but did not moderate any of the climate-outcome relationships. Researchers should further explore the relationships between climate and academic outcomes among sexual minority students, both collectively and among specific sub-groups, and address the role of other protective factors." [ABSTRACT FROM AUTHOR]

Yang, H., & Hai, T. (2015). Reliability and validity of the Chinese version of the solution-focused inventory in college students. *Journal of Multicultural Counseling and Development, 43*(4), 305-315. https://doi.org/10.1002/jmcd.12023

- Researchers tested a solution-focused intervention in a sample of Chinese college students. This intervention was designed to promote life satisfaction and resilience, and improve mental health symptoms. Researchers found the intervention to be both reliable and valid.

Yew, W. P., Siau, C. S., & Kwong, S. F. (2017). Parentification and resilience among students with clinical and nonclinical aspirations: A cross-sectional quantitative study. *Journal of Multicultural Counseling and Development, 45*(1), 66-75. https://doi.org/10.1002/jmcd.12063

- Researchers looked at the relationship between college students' level of parentification and resilience, and compared this relationship in students involved in a clinical-related field of study versus those that were not. The study found that clinical students had higher levels of parentification than non-clinical students, and that parentification positively predicted resilience.

You, J. W. (2016). The relationship among college students' psychological capital, learning empowerment, and engagement. *Learning and Individual Differences, 49*, 17-24. https://doi.org/10.1016/j.lindif.2016.05.001

- Psychological capital, which encompasses a variety of internal qualities such as self-efficacy, hope, optimism, and resilience, was looked at in terms of its relationship to learning empowerment and engagement in a sample of college students. Results show that psychological capital is positively related to learning empowerment and that learning empowerment mediated the relationship between psychological capital and engagement.

Yu, N. X., Liu, C., & Yue, Z. (2017). Resilience mediated the association between acculturation and psychological growth in college students from Hong Kong to Guangzhou, China. *Journal of Mental Health, 26*(4), 1-8. doi:10.1080/09638237.2017.1294730

- The relationship between resilience, acculturation, and psychological growth was examined in a sample of Chinese college students. Students were full-time residents of Hong Kong that had moved to mainland China. Students were placed in different groups based on the strategy they used to adapt to the different culture (integration, assimilation, separation, and marginalization). The integration group was found to have the most psychological growth. Resilience mediated the effect of integration and marginalization on psychological growth.

Zamirinejad, S., Hojjat, S. K., Golzari, M., Borjali, A., & Akaberi, A. (2014). Effectiveness of resilience training versus cognitive therapy on reduction of depression in female Iranian college students. *Issues in Mental Health Nursing, 35*(6), 480-488. https://doi.org/10.3109/01612840.2013.879628

- Researchers compared resilience training to cognitive therapy in terms of reducing depressive symptoms in a sample of female Iranian college students. Both resilience training and cognitive therapy were shown to decrease depression. There was no difference found in effectiveness of reducing depression between cognitive therapy and resilience training.

Zhao, F., Guo, Y., Suhonen, R., & Leino-Kilpi, H. (2016). Subjective well-being and its association with peer caring and resilience among nursing vs medical students: A questionnaire study. *Nurse Education Today, 37*, 108-113. https://doi.org/10.1016/j.nedt.2015.11.019

- Researchers examined the impact of peer caring and resilience on subjective well-being in a sample of medical and nursing students. Results show that both peer caring and resilience improved the subjective well-being of both medical and nursing students in college. Resilience was found to mediate the impact of peer caring on well-being in both medical and nursing students. Resilience was also found to enhance the positive impact of peer caring on well-being in medical students. Thus, colleges can help improve perceived well-being in this population by promoting peer caring and resilience.

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.

Brunzell, T., Waters, L., & Stokes, H. (2015). Teaching with strengths in trauma-affected students: a new approach to healing and growth in the classroom. *American Journal of Orthopsychiatry 85*(1), 3-9. http://dx.doi.org/10.1037/ort0000048

- Trauma-affected students can practice healing and show growth in the classroom. The study explains how "...trauma-informed approaches and positive psychology will empower and enable teachers to promote healing and growth in their classroom". This study incorporates both scientific and practice-based evidence to support their hypotheses. In the classroom teachers are taught about how to build positive emotions, resilient mindsets, and gratitude, and are shown, by example, how to implement them into everyday life

Center on the Developing Child. (n.d). *Building the core skills youth need for life: A guide for education and social service practitioners*. Retrieved from https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2018/02/HCDC_BuildingAdolescentCoreLifeSkills.pdf

- All youth can learn life skills necessary to balance school, work, relationships, and other interests through practice. As the different parts of the brain mature during adolescence (15-25), the most-used connections are strengthened, making it a key time for building core life skills such as planning, focus, self-control, awareness, and flexibility. Practitioners can help youth build core life skills by through problem solving real challenges, identifying and coping with triggers, looking at stressors from a different perspective, focusing on goals, and building on past successes and positive memories. Extreme stress inhibits the ability of adolescents to use core life skills, making it difficult to do things like concentrate in school, find solutions for problems, and plan for the future. Stress can be minimized during service delivery by creating a safe environment, utilizing social relationships, supporting and listening, using familiar tools and, simplifying registration processes.

Children's Home Society. (n.d.). Aces: A guide to understanding adverse childhood experiences. Retrieved from https://chssd.org/pdfs/UnderstandingACEs.pdf

- This brief guide to Adverse Childhood Experiences summarizes that ACE's can have lifelong consequences if they go untreated. Due to the stress caused by childhood trauma, ACE's can impact learning and behavior, as well as both social and physical health. Additionally, the more ACE's an individual has suffered the greater their risk of experiencing adverse effects. Beyond the impact on the individual, the prevalence of ACE's also has a high social cost given the CDC's estimation that the children who experience maltreatment in a single year will require $124 billion in services over the course of their lifetime. This estimate highlights the need for comprehensive prevention and treatment efforts.

Dahl, R. E., & Gunnar, M. R. (2009). Heightened stress responsiveness and emotional reactivity during pubertal maturation: implications for psychopathology. *Development and Psychopathology 21*, 1-6. doi: 10.1017/S0954579409000017
- Adolescence and puberty are key times for psychopathology development in youth. By addressing normative differences in the neurobiology of stress and emotional function, new places for the successful emergence of psychopathology in pubescents may arise.

de Lourdes Cró, M., & Castro Pinho, A. M. (2016). Resilience and psychomotricity: inclusion strategies in preschool education. *Arena: Journal of Physical Activities*, (5), 90-109. Retrieved from https://login.proxy.lib.fsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=124653554&site=eds-live
- Researchers conducted a longitudinal, cross-sectional study to evaluate the results of Strong Start Pre K Programme, an intervention program for pre-school students on resilience and psychomotricity (connection between mental and physical functioning). The experimental group of students who participated in the program developed emotional resiliency and patience when responding to challenges.

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.

Garmezy, N., & Masten, A. S. (1991). The protective role of competence indicators in children at risk. In E. M. Cummings, A. L. Greene, & K. H. Karraker (Eds.), *Life-span developmental psychology: Perspectives on stress and coping* (pp. 151-174). Hillsdale, NJ, US: Lawrence Erlbaum Associates, Inc.

- Focus on competence as the central predictor of resilient behavior in children exposed to stressful events and trauma / view levels of achieved competence as a powerful marker of resistance of vulnerability as well as a marker of development and prognosis for various psychopathological disorders / in order to support this position, we have divided this chapter into four segments the first section examines the nature of competence and the efforts of several noted contributors to clarify the concept and its usage / the second segment describes the linkage of competence to adaptive functioning in children in the presence of severe stressful life events, with an emphasis on pervasive and chronic poverty / the third segment examines the relationship of competence to the prediction of recovery from psychopathology; and the fourth and final segment offers a comparison of the concepts of competence and coping and their comparative utility for predicting effective performance under stress. [ABSTRACT FROM AUTHOR]

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 finding 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. (1994). Resilience in individual development: Successful adaptation despite risk and adverslty. In M. C. Wang, & G. W. Gordon (Eds.), *Educational Resilience in inner-city America* (pp. 3-25). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

- The purpose of this study is to examine the predictive effect of life satisfaction and loneliness level of adolescents with divorced parents on resilience. The study has been carried out on 144 adolescents, 75 of whom are female and 69 are male, and whose parents are officially divorced. The study group consisted of students who are attending different types of high schools in the city of Bolu central districts. Loneliness Scale, Life Satisfaction Scale and Adolescents Resilience Scales were utilized in the data collection process. Pearson Moment Correlation and Multiple Regression analyses were used in data analysis. The results revealed that, while there was a positive relationship between resilience and life satisfaction, a strong negative relationship was found between their resilience and loneliness level of the adolescents whose parents are divorced. Regression analysis revealed that, while loneliness was a significant predictor on resilience, life satisfaction was not a significant predictor of resilience. The findings of this research were discussed within the scope of the related literature.

Masten, A.S., Best, K.M., & Garmezy, N. (1990). Resilience and development: Contributions from the study of children who overcome adversity. *Development and Psychopathology, 2*(4), 425–444. https://doi.org/10.1017/S0954579400005812

- "This article reviews the research on resilience in order to delineate its significance and potential for understanding normal development. Resilience refers to the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances. Three resilience phenomena are reviewed: (a) good outcomes in high-risk children, (b) sustained competence in children under stress, and (c) recovery from trauma. It is concluded that human psychological development is highly buffered and that long-lasting consequences of adversity usually are associated with either organic damage or severe interference in the normative protective processes embedded in the caregiving system. Children who experience chronic adversity fare better or recover more successfully when they have a positive relationship with a competent adult, they are good learners and problem-solvers, they are engaging to other people, and they have areas of competence and perceived efficacy valued by self or society. Future studies of resilience will need to focus on processes that facilitate adaptation. Such studies have the potential to illuminate the range and self-righting properties of, constraints on, and linkages among different aspects of cognitive, emotional, and social development."

Miller, A.L., Wyman, S.E., Huppert, J.D., Glassman, S.L., & Rathus, J.H. (2000). Analysis of behavioral skills utilized by suicidal adolescents receiving dialectical behavior therapy. *Cognitive and Behavioral Practice*, *7*(2), 183-187. http://dx.doi.org/10.1016/S1077-7229(00)80029-2

- Researchers are currently applying dialectical behavior therapy (DBT), originally developed for adult chronically parasuicidal women diagnosed with borderline personality disorder (BPD), to a suicidal adolescent population diagnosed with BPD or borderline features. The 4 characteristic problem areas often found among these multiproblem patients are (1) confusion about self, (2) impulsivity, (3) emotional instability, and (4) interpersonal problems. DBT employs 4 corresponding behavioral skills modules aimed at increasing adaptive behaviors while simultaneously reducing maladaptive behaviors. The 4 skill modules include mindfulness, distress tolerance, emotion-regulation, and interpersonal effectiveness skills. The present study examined adolescent self-report of the helpfulness and overall effectiveness of these skills by using pre- and posttreatment evaluations with 27 14–19 yr olds. The study found significant reductions in BPD symptoms in all 4 problem areas. The most highly rated skills included distress tolerance and mindfulness skills. Relationships found between the helpfulness of specific skills and improvement in particular problem areas are described. Lastly, implications for future research of DBT skill comprehension and application among adolescents are discussed. [ABSTRACT FROM AUTHOR]

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.

Oehme, K., Ferraro, A., Stern N., Panisch, L., & Lucier-Greer, M (2017). Trauma-informed co-parenting: How a shift in compulsory divorce education to reflect new brain development research can promote both parents' and children's best interests. *University of Hawaiʻi Law Review*, *39*(1), 37-74. Retrieved from https://login.proxy.lib.fsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edshol&AN=edshol.hein.journals.uhawlr39.6&site=eds-live

- The very purpose of mandatory co-parenting classes for estranged partners has always been to help parents address the challenges of caring for children under strained and complicated circumstances. These classes, however, will not fully serve their function without acknowledging and incorporating recent research showing the destructive impact that parents' adverse childhood experiences can have on their ability to raise their children both individually and cooperatively. Instruction that is not sufficiently trauma-informed increases the likelihood that parents will fail to grasp and respond to the role of unresolved prior trauma in their lives. Without steps to mitigate the effects of early trauma, parents run a substantial risk of subjecting their children to their own traumatic Experiences. To prevent such cycles of intergenerational trauma, this Article proposes that states revise current co-parenting training to ensure that it is properly trauma-informed. The legislation itself should be crafted both to ensure that all such training is sensitive to the trauma that many parents have suffered and to avoid exacerbating the rancor often found in family court litigation. Thus, parents should be offered the opportunity to reflect on their own histories of trauma, and be made aware of the existence and value of information on the persistent effects of early trauma.

Shope, J. T. (2010). Adolescent motor vehicle crash risk: What's needed to understand and reduce the risk? *Journal of Adolescent Health*, *46*(1), 1-2. https://doi.org/10.1016/j.jadohealth.2009.10.003

- ""Motor vehicle crashes (MVCs) pose the largest threat to adolescent health in the US, yet until recently, books on adolescent health risks did not cover MVCs and other unintentional injuries. Despite this seeming lack of attention, research on teen MVCs has seen a robust evolution, with epidemiological data informing successful state and federal policy initiatives over the past decade and individual-level behavioral studies informing interventional efforts more recently. The paper by Dunlop and Romer in this issue of the journal adds an interesting perspective on the individual risk factors that contribute to teen MVCs."
- "Nearly all states now have some version of GDL, and evaluations show crash reductions of 20-40% among the youngest drivers. These legislative efforts had positive effects, but MVCs involving teens still remain unacceptably high."
- "Other efforts to reduce teen crashes adopted an educational or behavioral approach. School-based programs to reduce drunk driving and riding with drinking drivers have had limited success. The effect of driver education on MVCs involving teens has seldom been carefully studied, but there is no convincing evidence that driver education reduces crashes; in fact it may increase crashes through licensing at younger ages. Driver education will, however, remain essential for teaching novice drivers how to manage a vehicle

and follow rules of the road. It is necessary, therefore, to improve driver education and to ensure that driver education involves parents, who must supervise their teens' practice driving sessions. Several states now require parent attendance at a driver education session, although the content has not been established or evaluated."

Substance Abuse and Mental Health Services Administration (SAMSHA). (2018, June). *The role of adverse childhood experiences in substance misuse and related behavioral health problems*. Retrieved from https://www.samhsa.gov/capt/sites/default/files/resources/aces-behavioral-health-problems.pdf

- Adverse Childhood Experiences (ACES) are stressful or traumatic events experienced during childhood such as abuse or witnessing domestic violence. ACES can disrupt a child's neurodevelopment and are related to various health, social, and behavioral problems throughout the lifespan. These problems include the development of unhealthy coping mechanisms such as substance abuse, depressive episodes, and poor health outcomes such as diabetes. As a result, preventing and identifying ACES may have a substantial impact on a wide range of important health problems.

Wilkins, N., Tsao, B., Hertz, M. F., Davis, R., & Klevens, J. (2014, July). *Connecting the dots: an overview of the links among multiple forms of violence.* Retrieved from https://www.cdc.gov/violenceprevention/pdf/connecting_the_dots-a.pdf

- "The purpose of this brief is to share research on the connections between different forms of violence and describe how these connections affect communities. It is our hope that this information, combined with your own practical experience, will help practitioners like you to think strategically and creatively about how you can: 1. Prevent all types of violence from occurring in the first place. 2. Coordinate and integrate responses to violence in a way that recognizes these connections and considers the individual in the context of their home environment, neighborhood, and larger community."
- This brief discusses vulnerability and resilience, specifically risk and protective factors. It also talks about the impact of violence on child development, co-occurence of multiple forms of violence, and how to work together to create safer communities.

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.

Young Adults

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. Retrieved from https://login.proxy.lib.fsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1148774&site=eds-live

- Researchers conducted a simple random sample among young adults with a mean age of 21.46 years. Participants' resilience, emotional self-efficacy, and interpersonal sensitivity were measured on The Resilience Scale for Adults, Emotional Self-Efficacy Scale, and Interpersonal Sensitivity Measure. Using multiple regression analysis, researchers concluded emotional self-efficacy and interpersonal sensitivity were predictors for psychological resilience among the sample.

Center on the Developing Child. (n.d). *Building the skills adults need for life: A guide for practitioners*. Retrieved from https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2017/08/HCDC_BuildingCoreLifeSkills.pdf

- Everyone requires core life skills to manage the varied responsibilities of adulthood. These include planning,focus, self-control, awareness, and flexibility.

Since our brains are still developing into teen and adult years, adults maintain the ability to build such skills. Some ways to help adults build life skills include imagining and preparing for real-life stressful situations, identifying triggers for intense emotions and learning how to prevent them, practicing looking at stressors in a new light to reduce negative emotions, focusing on personal goals, and recalling positive experiences and small successes. However severe and long term stress can override our ability to use core life skills, causing us to rely instead on the automatic "fight or flight" response to act first and think later. Practitioners can reduce the stress of service delivery by helping clients meet basic needs first, simplifying processes, serving as a coach rather than a boss through listening and respect, and helping clients use tools that are familiar to them.

Dahl, R.E. (2004). Adolescent brain development: A period of vulnerabilities and opportunities. *ANNALS- NEW YORK ACADEMY OF SCIENCES, 1021*(1), 1-22. https://doi.org/10.1196/annals.1308.001

- This article introduces and summarizes the goals of the symposium. It also provides an overview of a conceptual framework for understanding adolescence, which emphasizes how the very nature of this developmental transition requires an interdisciplinary approach-one that focuses on brain/behavior/social-context interactions during this important maturational period. More specifically it describes a set of neurobehavioral changes that appear to be linked to pubertal development, which appear to have a significant effect on motivation and emotion, and considers these puberty-specific changes in affect in relation to a much larger set of developmental changes in adolescence. This framework is used to argue for the need for a transdisciplinary dialogue that brings together work in several areas of neuroscience (including animal models) and normal development with clinical and social policy research aimed at early intervention and prevention strategies. [ABSTRACT FROM AUTHOR]

Duffy, K.A., McLaughlin, K.A., & Green, P.A. (2018) Early life adversity and health-risk behaviors: Proposed psychological and neural mechanisms. *Ann N.Y Acad Sci*,1-19. https://doi.org/10.1111/nyas.13928

- This review makes the case that early life adversity influences brain development that increases the likelihood of engaging in health risk behaviors. The article examines cognitive and emotional processing and networks involved in emotions and behaviors from early life adversities demonstrating how they are associated with an increase in risky behaviors such as smoking, drinking and poor diet.

Edwards, T., Catling, J., & Parry, E. (2016). Identifying predictors of resilience in students. Psychology Teaching Review, 22(1), 26-34. Retrieved from

https://login.proxy.lib.fsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1146583&site=eds-live
- This article includes a study of 161 participants, age ranging from 16 to 21, to test whether certain factors are predictors of resilience levels when faced with adversity. The factors being tested included exposure to adversity, locus of control, academic delay of gratification, and age. The two factors that were greater predictors of resilience were adverse experiences with parents and locus of control. Participants with positive relationships with their parents had high levels of resilience. And participants with an internal locus of control also had high levels of resilience.

Eisenberg, D., Lipson, S. K., Ceglarek, P., Kern, A., & Phillips, M. V., (n.d.). College student mental health: the national landscape. In M. D. Cimini & E. M. Rivero (Eds.), *Promoting behavioral health and reducing risk among college students: A comprehensive approach* (pp. 1–280). Retrieved from http://healthymindsnetwork.org/system/resources/W1siZiIsIjIwMTgvMDEvMjQvMTFfMjFfMzdfNDQ3X0hIYWx0aHlfTWluZHNfQm9va19DaGFwdGVyLnBkZiJdXQ/Healthy%20Minds%20--%20Book%20Chapter.pdf
- This study provides a picture of student mental health and related risks. The present overarching goal is increase understanding of how to make the best investments in student mental health across campuses. HMS, a national web-based survey is what is used to collect the data.There were four findings from this study: firstly, there are a lot of students with untreated mental issues, secondly, stigma is not the main barrier for the students who fail to access services, thirdly, mental health is interconnected with almost every aspect of life, and lastly, economics does not play as much of a role as suspected in decisions about services for students.

Grady, A. (2017, June 21). Handle your stress better by knowing what causes it. *Harvard Business Review*. Retrieved from https://hbr.org/2017/06/handle-your-stress-better-by-knowing-what-causes-it
- This article talks about the triggers to stress and how one's emotions are related to physical symptoms of stress. It discusses some of the sources of stress, such as the workplace and one's family. The article provides some suggestions on ways that triggers to stress can be identified and explains the importance of recognizing one's stress triggers.

Hamby, S., Grych, J., & Banyard, V. (2017). Resilience portfolios and poly-strengths: Identifying protective factors associated with thriving after adversity. *Psychology of Violence, 8*(2), 172-183. http://dx.doi.org/10.1037/vio0000135
- Objective: Interest in protective factors for adversity has burgeoned, but the set of examined protective factors remains limited and most studies have focused on

a single or narrow set of adversities. Using the resilience portfolio model as a conceptual framework, this study seeks to identify promising protective factors for individuals exposed to violence and other adversities. We include strengths drawn from the positive psychology literature in addition to established protective factors. We also explore the utility of the concept of poly-strengths, or the number of different types of protective factors an individual has.

- Method: Participants were 2,565 adolescents and adults from a rural, low-income community in southern Appalachia (64% female). Three kinds of adversity were assessed (victimization, stressful life events, financial strain) along with 23 protective factors representing 3 broader domains that are the focus of the resilience portfolio model: self-regulation, interpersonal strengths, and meaning-making.
- Results: The combination of strengths and adversities accounted for 42% of the variance in trauma symptoms, 50% of the variance in posttraumatic growth, and 58% of the variance in subjective well-being. Strengths associated with thriving included purpose, optimism, religious involvement, emotional regulation, emotional awareness, psychological endurance, compassion, generativity, and community support. Poly-strengths was uniquely associated with well-being after controlling for other protective factors.
- Conclusions: Expanding the range of studied protective factors and considering poly-strengths hold considerable promise to better understand resilience. A more strengths-based approach to prevention and intervention could improve outcomes in individuals who have experienced adversity. [ABSTRACT FROM AUTHOR]

Manship, S. (2017). Exploring the impact on the health and well-being of young adults' participation in 'The Club'. *Journal of Applied Arts & Health, 8*(3), 295-307. Retrieved from
https://login.proxy.lib.fsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=asu&AN=127116712&site=eds-live

- This article includes a qualitative study on the effects of "The Club", a performing arts program, on the well-being of six young adults (ages ranging from 24-35) who participated in the program. Half of the participants reported an increase in self-confidence which they attributed to their involvement in "The Club". All participants attested to the positive effects their involvement had on their response to personal challenges, describing they were able to manage their stress by redirecting their attention to the arts.

McAdams, D.P. (2013). The psychological self as actor, agent, and author. *Perspectives on Psychological Science, 8*(3), 272-295. doi: 10.1177/1745691612464657

- This article describes how a person's sense of self evolves over their lifetime. The authors describe this process beginning as a social actor defined in terms of social roles, which then shifts to a motivated agent by the end of childhood with goals, motives, and values and then finally to a biographical author of one's life narrative during adolescence and emerging adulthood that provides purpose during adult life. This framework integrates findings about the psychological self from a variety of social science disciplines, which the authors use as a lens to more effectively examine studies of self-regulation, self-esteem, self-continuity, and the relationship between self and culture.

Rideout, V., & Fox, S. (2018). *Digital health practices, social media use, and mental well-being among teens and young adults in the U.S*. [PDF]. Retrieved from https://www.hopelab.org/reports/pdf/a-national-survey-by-hopelab-and-well-being-trust-2018.pdf

- The main goals of this study were to identify how teens and young adults say they're using digital health information and tools, and to identify the association between reported social media use and mental well-being. The digital health revolution has arrived. Findings show that technology and the Internet have transformed how people share stories, experiences, connect, and provide support for one another. The survey also displays young people's interest in not only disclosing their mental health experiences, but also interest in exposure in general to experiences. The relationship between depression and social media is still unclear.

Rosenberg, A. R., Yi-Frazier, J. P., Eaton, L., Wharton, C., Cochrane, K., Pihoker, C., Scott, B., & McCauley, E. (2015). Promoting resilience in stress management: A pilot study of a novel resilience-promoting intervention for adolescents and young adults with serious illness. *Journal of Pediatric Psychology*, *40*(9), 992-999. https://doi.org/10.1093/jpepsy/jsv004

- This article tested the use of The Promoting Resilience in Stress Management (PRISM) intervention among adolescents and young adults with a diagnosis of Type 1 Diabetes or cancer. PRISM is a two- or four-module intervention that focuses on managing stress, building resilience, and personal reflection. Intervention was valued by participants and their parents, participants reported high rates of satisfaction, and 80% completed the intervention. However, the study did not test efficiency of intervention, only feasibility of deliverance, timing, and other technical issues.

Seery, M. D., Holman, E. A., & Silver, R. C. (2010). Whatever does not kill us: Cumulative lifetime adversity, vulnerability, and resilience. *Journal of Personality and Social Psychology, 99*(6), 1025-41. doi:10.1037/a0021344

- Although adverse experiences negatively affect mental health, the authors of this study propose that moderate stress exposure may also foster resilience, which then improves mental health. Data was collected from a sample of adults aged 18-101. Researchers found that there seems to be a curvilinear relationship between adversity and negative outcomes: those that had never experienced adversity and those that experienced high levels of adversity had worse outcomes than those that had experienced moderate levels of adversity. Researchers point out that going through adverse experiences may lead individuals to develop resilience in order to cope.

Sexton., J.D., & Pennebaker, J.W. (2009). The healing powers of expressive writing. In *The psychology of creative writing* (pp. 264-274). https://doi.org/10.1017/CBO9780511627101.018

- Over the past 20 years, the value of expressive writing has made the transition from anecdotal folk wisdom to a large and growing body of scientific research. Specifically, expressing thoughts and feelings about a traumatic event can improve one's mental and physical health (Frattaroli, 2006; Pennebaker, 1997; Smyth, 1998). As social and health psychologists, we give an overview of this line of research that began in the 1980s and has continued to proliferate up to the present. We now know that writing can have an impact on a broad range of physiological, physical, and mental states across many types of people. Non-health-related benefits have also been uncovered, and these are discussed as well. After describing the standard expressive writing paradigm and its application to creative writers, we discuss the role that language plays in this picture, including how language use can predict health benefits. THE EXPRESSIVE WRITING PARADIGM: The procedure is simple and straightforward: Participants are asked to reflect on their deepest thoughts and feelings about a traumatic event. In the original studies, participants were randomly assigned to write about either an emotional topic or a control topic for 15 to 20 minutes each session for three to five sessions completed over the course of several days or weeks. One writing session was completed per day, and participants were often given the freedom to decide what time of day to write. [ABSTRACT FROM AUTHOR]

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.

Solemanpour, S., Geierstanger, S., & Brindis, C. (2017). Adverse childhood experiences and resilience: Addressing the unique needs of adolescents. *Academic Pediatrics,17*(7), 108-114. https://doi.org/10.1016/j.acap.2017.01.008

- Adolescents exposed to adverse childhood experiences (ACEs) have unique developmental needs that must be addressed by the health, education, and social welfare systems that serve them. Nationwide, over half of adolescents have reportedly been exposed to ACEs. This exposure can have detrimental effects, including increased risk for learning and behavioral issues and suicidal ideation. In response, clinical and community systems need to carefully plan and coordinate services to support adolescents who have been exposed to ACEs, with a particular focus on special populations. We discuss how adolescents' needs can be met, including considering confidentiality concerns and emerging independence; tailoring and testing screening tools for specific use with adolescents; identifying effective multipronged and cross-system trauma-informed interventions; and advocating for improved policies. [ABSTRACT FROM AUTHOR]

Ziv, I., & Kiasi, M. (2016). Facebook's contribution to well-being among adolescent and young adults as a function of mental resilience. *Journal of Psychology, 150*(4), 527-541. Retrieved from https://login.proxy.lib.fsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=114607990&site=eds-live

- This article explores the connection between Facebook use and mental resilience. Researchers collected data from 200 participants, whose ages ranged from 13 to 26, who responded to questionnaires on Facebook usage, resilience, psychological well-being, and demographic information. Questions about Facebook use gauged the time, frequency, involvement, and type of posts of the adolescents and young adults. Mental resilience was measured by the Ego Resilience Scale, focusing on mental and emotional functioning and ego. The psychological well-being of the participants was measured by the General Well-being Index, including questions on mood, stress, and health. Researchers concluded that participants with low resilience levels experienced the most positive outcomes from Facebook use, reflected in their overall well-being.

Researchers hypothesize this is because low-resilience individuals are more comfortable interacting with others online instead of face-to-face, so they have more opportunities for social interactions. Individuals with high and medium levels of resilience experienced minor positive effects from Facebook usage, if any.

Older Adults

Agaibi, 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.

Birkeland, M. S., Nielsen, M. B., Hansen, M. B., Knardahl, S., & Heir, T. (2017). Like a bridge over troubled water? A longitudinal study of general social support, colleague support, and leader support as recovery factors after a traumatic event. *European Journal of Psychotraumatology, 8*(1), 1302692. doi:10.1080/20008198.2017.1302692
- Methods: Prospective survey data from ministry employees were collected 10, 22, and 34 months after the 2011 Oslo bombing that targeted the governmental quarters. We explored recovery in a clinical subsample (N = 238) of individuals with elevated levels of psychological distress (defined as mean 10-item Hopkins symptom checklist score > 1.85) one year after the event. A linear latent growth curve of psychological distress with general social support from friends and family, colleague support, and leader support as predictors was examined.
- Results: High levels of general social support and leader support were independently associated with a more rapid decline in psychological distress over time.
- Conclusions: General social support, as well as support from a leader in one's working life, may facilitate recovery from psychological distress after exposure to a traumatic event. Enhancing social support from family and friends, as well as in work settings, may benefit those with psychological distress following a traumatic workplace event.

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.

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

- 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.

Domajnko, B., & Pahor, M. (2015). Health within limitations: Qualitative study of the social aspects of resilience in old age. *Ageing International, 40*(2), 187-200. doi:10.1007/s12126-014-9201-3

- "Ageing can be conceptualized as a series of transitions, each bringing about gains or losses. The actual experience of a life event is dependent also on a person's resilience, which is importantly reflected in his/her subjective health. Although recognizing the importance of personal factors, this article focused on the social resources for resilience. The main aim was to identify the social conditions of resilient healthy ageing that could be promoted among elderly and at the wider societal level. A twelve-week fall prevention training for the elderly recruited from the Pensioners' Association of Slovenia, senior clubs and day care centres within the Ljubljana region was organized at the University of Ljubljana, Faculty of Health Sciences. The convenience sample of 25 relatively healthy and

active people (average age 70.1 years) participated and were included also in the qualitative study. They agreed to take part in semi-structured interviews. The suggested themes were ageing, health/illness and healthcare. Interviews were recorded and transcribed verbatim. Transcriptions were analysed following the qualitative content analysis. When confronting adversity, the participants' exposed the importance of socializing, active engagement in social support networks and intergenerational ties. These social coping resources/strategies were analytically identified as thematic categories of the central concept - engagement in social life. Through identified social aspects of resilience, the findings importantly contributed to clarify some of the dimensions of social determinants of health. From the quality of life perspective, it is important that state and community authorities acknowledge the elderly's perceptions and form policy interventions to secure and enhance circumstances which allow their engagement in social life." (ABSTRACT FROM AUTHOR)

Dury, S., Dierckx, E., van der Vorst, A., Van der Elst, M., Fret, B., Duppen, D., & ... De Donder, L. (2018). Detecting frail, older adults and identifying their strengths: Results of a mixed-methods study. *BMC Public Health*, *18*(191), 181-13. doi:10.1186/s12889-018-5088-3

- "Background: The debate on frailty in later life focuses primarily on deficits and their associations with adverse (health) outcomes. In addition to deficits, it may also be important to consider the abilities and resources of older adults. This study was designed to gain insights into the lived experiences of frailty among older adults to determine which strengths can balance the deficits that affect frailty.
- Methods: Data from 121 potentially frail community-dwelling older adults in Flemish-speaking Region of Belgium and Brussels were collected using a mixed-methods approach. Quantitative data were collected using the Comprehensive Frailty Assessment Instrument (CFAI), Montreal Cognitive Assessment (MoCA), and numeric rating scales (NRS) for quality of life (QoL), care and support, meaning in life, and mastery. Bivariate analyses, paired samples t-tests and means were performed. Qualitative data on experiences of frailty, frailty balance, QoL, care and support, meaning in life, and mastery were collected using semi-structured interviews. Interviews were subjected to thematic content analysis.
- Results: The "no to mild frailty" group had higher QoL, care and support, meaning in life, and mastery scores than the "severe frailty" group. Nevertheless, qualitative results indicate that, despite being classified as frail, many older adults experienced high levels of QoL, care and support, meaning in life, and mastery. Respondents mentioned multiple balancing factors for frailty, comprising

individual-level circumstances (e.g., personality traits, coping strategies, resilience), environmental influences (e.g., caregivers, neighborhood, social participation), and macro-level features (e.g., health literacy, adequate financial compensation). Respondents also highlighted that life changes affected their frailty balance, including changes in health, finances, personal relationships, and living situation.

- Conclusion: The findings indicate that frailty among older individuals can be considered as a dynamic state and, regardless of frailty, balancing factors are important in maintaining a good QoL. The study investigated not only the deficits, but also the abilities, and resources of frail, older adults. Public policymakers and healthcare organizations are encouraged to include these abilities, supplementary or even complementary to the usual focus on deficits." (Abstract from author)

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.

Fullen, M. C., & Gorby, S. R. (2016). Reframing resilience: Pilot evaluation of a program to promote resilience in marginalized older adults. *Educational Gerontology, 42*(9), 660-671. doi:10.1080/03601277.2016.1205409

- "Resilience has been described as a paradigm for aging that is more inclusive than models that focus on physiological and functional abilities. We evaluated a novel program, Resilient Aging, designed to influence marginalized older adults' perceptions of their resilience, self-efficacy, and wellness. The multiweek group program incorporated an inductive definition of resilience based on group members' lived experiences. Outcomes evaluation for this pilot study included pre/post assessments on resilience, self-efficacy, and six wellness variables. Twenty-nine participants completed the program. Pre/post-assessment indicated a statistically significant multivariate change across the eight outcome variables. Increases in resilience, physical wellness, and emotional wellness, and decreases in social wellness and intellectual wellness accounted for most of the multivariate change. Resilient Aging is a participant-centered and strengths-based program that has potential for enhancing participants' perceptions of resilience and wellness. The program can be administered within

community settings to promote resilience and wellness among marginalized older adults." [ABSTRACT FROM AUTHOR]

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.

Hepburn, S. (2017, August). Quantitative benefits of trauma-informed care. Retrieved from https://www.nasmhpd.org/sites/default/files/TAC.Paper_.5.Quantitative_Benefits_TraumaInformedCare_Final.pdf

- The objective of the Trauma Recovery Center(TRC) is to aid interpersonal violent crime survivors with psychological trauma and logistical hurdles, creating a model on how to do so in an integrated and comprehensive way. Common hurdles among victims, regardless of trauma type, include housing, employment, legal advocacy, financial entitlements, stigma, and avoidance. By addressing the entire person, holistically, the TRC Model has been shown to be far more successful in engaging participants in mental health services than usual services (77 percent compared to 34 percent of those who received community care). Getting people to buy into treatment improves recovery outcomes and is more cost-effective. Involving people with Lived Experience in TIC training and peer support is mutually beneficial for those sharing their stories and recipients. In fact, peers in a Pennsylvania study experienced significant reductions in inpatient hospitalization and crisis services, and were able to reduce or eliminate their dependence on Social Security Benefits. Including people with Lived Experience fosters hope across the board, for those in the mental health field who may be burned out and need to see success stories, for those in the early steps of recovery who need hope to be tangible and attainable lest they become hopeless, and for those sharing their stories who need a reminder of all they have managed to accomplish. The hope that Trauma-Informed Care fosters is, and must be, tangible and accessible.

Infurna, F. J., & Luthar, S. S. (2016). Resilience has been and will always be, but rates declared are inevitably suspect: Reply to Galatzer-Levy and Bonanno. Perspectives on

- Our central argument is that it is wrong to make any definitive declarations about rates of resilience, not whether these rates are high, low, or in between. We showed that prevalence rates of resilience using growth mixture models (GMM) are inevitably determined by a priori assumptions applied and our findings are cause to reconsider declared rates. We welcome the commentary by Galatzer-Levy and Bonanno (in press) as a way to engage in an open discussion on approaches to studying resilience, and respond to each of their criticisms in turn.
- Conclusion: Whatever our respective perspectives, researchers must reconsider suggestions that resilience is common. When declarations in science bear on matters of resources and social policy, standards of evidence must be higher than usual with claims standing up across populations studied and methods employed. We hope that the issues we have raised will be viewed as an opportunity to move resilience research forward, moving away from "exact replications", and instead, considering alternative approaches to analyses and measurement, each scientifically justifiable. For both empirical and conceptual reasons as we have outlined, we believe that it is unwise for scientists to make any definitive statements about rates of resilience in the face of major life stressors.

Infurna, F.J. & Luthar, S. S. (2016). Resilience to major life stressors is not as common as thought. *Perspectives on Psychological Science, 11*(2), 175-194. doi:10.1177/1745691615621271

- We attempted to replicate findings that "most people are resilient" following three events: spousal loss, divorce, and unemployment. We applied growth mixture models to the same longitudinal data set that has previously been used to assert that resilience is ubiquitous. When using identical model specifications, as in prior studies, we found that resilient trajectories were most common, but the number of trajectories identified was different. When we relaxed two assumptions used in prior studies-that (a) all classes have similar variability in levels of postadversity adjustment and (b) there is no variability in changes within classes-we found that a resilience class was least common. Methodologically, our results show how findings on trajectories of change following major life stressors can vary substantially, depending on statistical model specifications. Conceptually, the results underscore the errors inherent in any categorical statements about "rates of resilience" among individuals confronted with major life stressors. Pragmatically, they underscore the dangers in recommending

against prophylactic interventions (on the basis of one method of analyzing longitudinal data) for individuals who have experienced major life stressors.

Kamboj, S. K., Irez, D., Serfaty, S., Thomas, E., Das, R. K., & Freeman, T. P. (2017). Ultra-brief mindfulness training reduces alcohol consumption in at-risk drinkers: A randomized double-blind active-controlled experiment. *The International Journal of Neuropsychopharmacology 20*(11), 936-947. doi:10.1093/ijnp/pyx064

- Background: Like other complex psychosocial interventions, mindfulness-based treatments comprise various modality-specific components as well as nonspecific therapeutic ingredients that collectively contribute to efficacy. Consequently, the isolated effects of mindfulness strategies per se remain unclear.
- Methods: Using a randomized double-blind design, we compared the isolated effects of 11-minutes of "supervised" mindfulness instruction against a closely matched active control (relaxation) on subjective, physiological, and behavioral indices of maladaptive alcohol responding in drinkers at risk of harm from alcohol use (n = 68). Simple follow-up instructions on strategy use were provided, but practice was unsupervised and not formally monitored.
- Results: Both groups showed acute reductions in craving after training, although a trend group x time interaction (P = .056) suggested that this reduction was greater in the relaxation group (d = 0.722 P < .001) compared with the mindfulness group (d = 0.317, P = .004). Furthermore, upregulation of parasympathetic activity was found after relaxation (d = 0.562; P < .001) but not mindfulness instructions (d = 0.08; P > .1; group x time interaction: P = .009). By contrast, only the mindfulness group showed a reduction in past-week alcohol consumption at 7-day follow-up (-9.31 units, d = 0.593, P < .001), whereas no significant reduction was seen in the relaxation group (-3.00 units, d = 0.268, P > .1; group x time interaction: P = .026).
- Conclusion: Very brief mindfulness practice can significantly reduce alcohol consumption among at-risk drinkers, even with minimal encouragement to use this strategy outside of the experimental context. The effects on consumption may therefore represent a lower bound of efficacy of "ultra-brief" mindfulness instructions in hazardous drinkers, at least at short follow-up intervals.

Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development, 71*(3), 543–562. https://doi.org/10.1111/1467-8624.00164

- This paper presents a critical appraisal of resilience, a construct connoting the maintenance of positive adaptation by individuals despite experiences of significant adversity. As empirical research on resilience has burgeoned in recent years, criticisms have been levied at work in this area. These critiques have generally focused on ambiguities in definitions and central terminology;

heterogeneity in risks experienced and competence achieved by individuals viewed as resilient; instability of the phenomenon of resilience; and concerns regarding the usefulness of resilience as a theoretical construct. We address each identified criticism in turn, proposing solutions for those we view as legitimate and clarifying misunderstandings surrounding those we believe to be less valid. We conclude that work on resilience possesses substantial potential for augmenting the understanding of processes affecting at-risk individuals. Realization of the potential embodied by this construct, however, will remain constrained without continued scientific attention to some of the serious conceptual and methodological pitfalls that have been noted by skeptics and proponents alike.

MacLeod, S., Musich, S., Hawkins, K., Alsgaard, K., & Wicker, E. R. (2016). The impact of resilience among older adults. *Geriatric Nursing*, *37*(4), 266-272. doi:10.1016/j.gerinurse.2016.02.014

- This article is a meta-analysis focused on resilience among older adults. The researchers discovered that higher rates of resilience are positively correlated with age in older adults. The researchers revealed that adaptive coping styles, gratitude, happiness, lack of cognitive failures, mental health, optimism, and positive emotions or regulation are characteristics associated with high resilience. Social characteristics associated with high resilience include community involvement, contact with family and friends, self-rated successful aging, a sense of purpose, social support and connectedness, social support seeking, and strong positive relationships. The physical characteristics that were found to be associated with high resilience are ADL independence, high mobility, physical health, and self-rated successful aging. Furthermore, the researchers revealed that high resilience in older adults is related to improved quality of life, better mental health, overall self-perceived successful aging, greater happiness, wellbeing, and satisfaction with life; improved resistance to stress; lower rates of depression, ADL independence, increased longevity, lower mortality risk, and faster cardiovascular recovery. The researchers suggest that interventions to enhance resilience among older adults are necessary.

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.

Manitoba Trauma Information and Education Center. (2018). Organizational self assessment. Retrieved from, https://trauma-informed.ca/trauma-informed-organizationssystems/organizational-self-assessment/

- "The organizational checklist outlined here is based on a checklist developed by Dr. Nancy Poole and colleagues at the British Columbia Centre of Excellence for Women's Health. The checklist included here has been modified and added to for general purposes of this Trauma Tool Kit. (To view the original and complete Organizational Checklist developed by Dr. Poole visit www.bccewh.bc.ca .) The organizational checklist is a tool that can be utilized by organizations as a guideline for the implementation of trauma informed practice. The checklist has been developed to be used as a starting point for an ongoing process of becoming a trauma-informed organization or system."

Martin, A. S., Distelberg, B. J., & Elahad, J. A. (2015). The relationship between family resilience and aging successfully. *American Journal Of Family Therapy, 43*(2), 163-179. doi:10.1080/01926187.2014.988593

- "Aging families encounter non-normative and age-related challenges that often cause stress on the family system. The concept of family resilience provides a relevant strength-based perspective for recognizing the multigenerational transitions and challenges encountered by families as they age. Based on the existing family resilience and successful aging literature we outline and provide potential clinical direction for three key constructs (flexibility, social support, and spirituality/religiosity) which have the largest supportive body of evidence in the aging and resilience literature. Recognizing the characteristics that contribute to aging well through a family resilience lens lays the foundation for strength-based intervention with aging families." [ABSTRACT FROM AUTHOR]

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.

Tomko, R. L., Bountress, K. E., & Gray, K. M. (2016). Personalizing substance use treatment based on pre-treatment impulsivity and sensation seeking: A review. *Drug and Alcohol Dependence, 167*, 1–7. doi:10.1016/j.drugalcdep.2016.07.022

- Background: Theoretically, substance use disorder (SUD) treatment that matches an individual's etiology and/or maintaining factors should be more effective than a treatment that does not directly address these factors. Impulsivity and sensation/reward seeking may contribute to the development and maintenance of SUDs, and are potential candidate variables for assigning patients to treatment. The goal is to identify whether current research can provide insight into which treatments may be most effective for individuals high in impulsivity or sensation seeking, relative to other treatments. A secondary goal is to provide recommendations for personalizing SUD treatment based on etiology or maintaining factors.
- Method: This review summarizes clinical trials that speak to the differential effectiveness of two or more treatments for alcohol, tobacco, and other drug use disorders, based on pre-treatment impulsivity, sensation seeking, or related constructs.
- Results: Few studies examine the differential effectiveness of two or more treatments for individuals high in impulsivity or sensation seeking. Very preliminary evidence suggests that contingency management may hold promise for individuals high in impulsivity. Pharmacological trials were under-represented in the current review, despite evidence that the effectiveness of some pharmacological interventions may be moderated by impulsivity.
- Conclusions: Potential reasons for slow rate of progress to date are provided. Given slow accumulation of evidence, an alternative method for personalizing treatment based on pre-treatment psychosocial factors, including impulsivity and

sensation/reward seeking, is proposed. Future research may explore the role of contingency management for SUD among individuals with high pre-treatment impulsivity or sensation seeking. Finally, novel, technology-enhanced behavioral mechanisms are discussed as an adjunct to SUD treatment for these high-risk populations.

Vahia, I. V., Depp, C. A., Palmer, B. W., Fellows, I., Golshan, S., Thompson, W., Allison, M., & Jeste, D. V. (2011). Correlates of spirituality in older women. *Aging And Mental Health, 15*(1), 97-102. doi:1080/13607863.2010.501069

- "Introduction: The role of spirituality in the context of mental health and successful aging is not well understood. In a sample of community-dwelling older women enrolled at the San Diego site of the Women's Health Initiative study, we examined the association between spirituality and a range of variables associated with successful cognitive and emotional aging, including optimism, resilience, depression, and health-related quality of life (HRQoL).
- Methods: A detailed cross-sectional survey questionnaire on successful aging was completed by 1973 older women. It included multiple self-reported measures of positive psychological functioning (e.g., resilience and optimism), as well as depression and HRQoL. Spirituality was measured using a five-item self-report scale constructed using two items from the Brief Multidimensional Measure of Religiosity/Spirituality and three items from Hoge's Intrinsic Religious Motivation Scale.
- Results: Overall, 40% women reported regular attendance in organized religious practice, and 53% reported engaging in private spiritual practices. Several variables were significantly related to spirituality in bivariate associations; however, using model testing, spirituality was significantly associated only with higher resilience, lower income, lower education, and lower likelihood of being in a marital or committed relationship.
- Conclusions: Our findings point to a role for spirituality in promoting resilience to stressors, possibly to a greater degree in persons with lower income and education level. Future longitudinal studies are needed to confirm these associations." (ABSTRACT FROM AUTHOR)

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." [ABSTRACT FROM AUTHOR]

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.

Duca, D. S. (2015). Family resilience and parental stress: the effects on marital relationship in the context of a child diagnosed with an autism spectrum disorder. *Scientific Annals Of "Alexandru Ioan Cuza" of Iasi. Cuza University, Psychology Series, 24*(1), 71-90. Retrieved from http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=1&sid=414bcd8e-c94a-4522-90a2-5f4df76f75c7%40sessionmgr101

- "This study aims to investigate family resilience and parenting stress - in the context of raising a child diagnosed with an autism spectrum disorder (ASD) - and their influence on certain variables specific to marital relationship: dyadic adjustment and dyadic coping. The research included a sample of 100 people (50 women and 50 men) aged between 27 and 53 years (M= 42.8), each of them parents of a child diagnosed with autism. The participants were asked to fill in a series of scales concerning the variables of this study: family resilience, parenting stress, dyadic adjustment and dyadic coping. The results show that dyadic adjustment correlates positively with some subscales of family resilience, but its correlation with parenting stress is negative, while dyadic coping correlates positively with some subscales of family resilience but also with a subscale specific to parenting stress. Furthermore, findings have underscored which subscales of family resilience and parenting stress are predictors for dyadic adjustment and dyadic coping. Moreover the results show that family resilience and parental stress influence dyadic adjustment according to the

child's age. Family resilience and parenting stress may also represent important factors to be explicitly considered within intervention paradigms for the therapy of families with children diagnosed with Autism Spectrum." [ABSTRACT FROM AUTHOR]

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." (ABSTRACT FROM AUTHOR)

Gordon, R. A., Rowe, H. L., & Garcia, K. (2015). Promoting family resilience through evidence-based policy making: Reconsidering the link Between adult-infant bedsharing and infant mortality. *Family Relations, 64*(1), 134-152. doi:10.1111/fare.12099

- "Evidence-based policy making often has a direct or indirect goal of promoting family resilience. The authors consider the ways in which scholarly disagreements about evidence can challenge this goal, focusing on the debate regarding whether adult-infant bedsharing increases the risk of infant mortality. A central issue is whether scholars conclude that public policy should recommend against all bedsharing or only bedsharing in particular risky circumstances. The authors use context-based evidence-based policy making (Dobrow, Goel & Upshur, 2004) as a framework for a review of studies of sudden infant death syndrome (SIDS) correlates and SIDS mechanisms related to bedsharing as well as the reasons parents bed share. The authors discuss the implications of different interpretations of the evidence and point to the potential of adversarial collaboration in helping to address the points of disagreement and ultimately better support family resilience. The issues discussed in this case are broadly relevant to other debated evidence for family policy making." [ABSTRACT FROM AUTHOR]

Greeff, A. P., & Van den Berg, E. (2013). Resilience in families in which a child is bullied. *British Journal Of Guidance & Counselling, 41*(5), 504-517. doi:10.1080/03069885.2012.757692

- "The aim of this study was to identify family resilience characteristics in families in which a child has been bullied, in the Western Cape province of South Africa. Forty-eight mothers represented their families and completed a biographical questionnaire containing an open-ended question, and seven self-report questionnaires. Results from the qualitative data showed that most of the families coped with the bullying by talking to a teacher, principal or the governing body, or by giving advice to the child who had been bullied. The quantitative results highlighted the quality of family communication, the fortitude and durability of the family unit, and the family's emphasis on being together. These findings can be utilised in interventions to strengthen families finding themselves in a similar crisis." [ABSTRACT FROM PUBLISHER]

Henry, C. S., Sheffield Morris, A., & Harrist, A. W. (2015). Family resilience: Moving into the third wave. *Family Relations, 64*(1), 22-43.doi:10.1111/fare.12106

- "Family resilience has progressed through two waves and is poised for Wave 3. During Waves 1 and 2, family resilience perspectives were conceptualized, researched, and applied as a strengths-based approach focused on positive family adaptation despite significant risk using an integration of concepts from individual resilience, general systems perspectives on families, and family stress theory. For Wave 3, the authors advocate for increased consistency in terminology and present the family resilience model (FRM) within which existing models interface with family adaptive systems (meaning systems, emotion systems, control systems, maintenance systems, and family stress-response systems). The authors also argue for increased focus on trajectories and cascades, and enhanced prevention, intervention, and policy. The authors provide a hypothetical case study applying the FRM." [ABSTRACT FROM AUTHOR]

Lietz, C. A., Julien-Chinn, F. J., Geiger, J. M., & Hayes Piel, M. (2016). Cultivating resilience in families who foster: Understanding how families cope and adapt over time. *Family Process, 55*(4), 660-672. doi:10.1111/famp.12239

- "Families who foster offer essential care for children and youth when their own parents are unable to provide for their safety and well-being. Foster caregivers face many challenges including increased workload, emotional distress, and the difficulties associated with health and mental health problems that are more common in children in foster care. Despite these stressors, many families are able to sustain fostering while maintaining or enhancing functioning of their unit. This qualitative study applied an adaptational process model of family resilience

that emerged in previous studies to examine narratives of persistent, long-term, and multiple fostering experiences. Data corroborated previous research in two ways. Family resilience was again described as a transactional process of coping and adaptation that evolves over time. This process was cultivated through the activation of 10 family strengths that are important in different ways, during varied phases." [ABSTRACT FROM AUTHOR]

MacPhee, D., Lunkenheimer, E., & Riggs, N. (2015). Resilience as regulation of developmental and family processes. *Family Relations, 64*(1), 153-175. doi:10.1111/fare.12100

- "Resilience can be defined as establishing equilibrium subsequent to disturbances to a system caused by significant adversity. When families experience adversity or transitions, multiple regulatory processes may be involved in establishing equilibrium, including adaptability, regulation of negative affect, and effective problem-solving skills. The authors' resilience-as-regulation perspective integrates insights about the regulation of individual development with processes that regulate family systems. This middle-range theory of family resilience focuses on regulatory processes across levels that are involved in adaptation: whole-family systems such as routines and sense of coherence; coregulation of dyads involving emotion regulation, structuring, and reciprocal influences between social partners; and individual self-regulation. Insights about resilience-as-regulation are then applied to family-strengthening interventions that are designed to promote adaptation to adversity. Unresolved issues are discussed in relation to resilience-as-regulation in families, in particular how risk exposure is assessed, interrelations among family regulatory mechanisms, and how families scaffold the development of children's resilience." [ABSTRACT FROM AUTHOR]

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." (Abstract from author)

Orthner, D. K., Jones-Sanpei, H., & Williamson, S. (2004). The resilience and strengths of low-income families. *Family Relations, 53*(2), 159-167. https://doi.org/10.1111/j.0022-2445.2004.00006.x

- "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." (Abstract from author)

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.).

Taylor, S. D., & Distelberg, B. (2016). Predicting behavioral health outcomes among low-income families: Testing a socioecological model of family resilience determinants. *Journal Of Child & Family Studies, 25*(9), 2797-2807. doi:10.1007/s10826-016-0440-7

- "Over the past decade, the concept of family resilience among impoverished families has increased as a main focus area for family scholars. Similarly, individual, family, and community-level factors that promote family resilience and their impact on behavioral health outcomes have particularly received increased amounts of attention. To date, however, few empirical studies have simultaneously validated the socioecological determinants of family resilience within multi-dimensional conceptual frameworks. In the current study, we test such a model using a cross-sectional design among 380 women and men with an average age of 35 experiencing poverty as a chronic stressor, the majority of whom are ethnic minorities. Individual, family and community determinants of family resilience are examined for their differential effect on outcomes of physical and mental health, as well as risks for substance abuse. Results from structural equation modeling provide support for the model. Findings suggest that community-level determinants impact health through indirect pathways. In this case, community factors predict family and individual-level determinants, and individual factors then directly predict health. Similarly, the relationship between family-level determinants and health was indirect through individual-level factors.

Although, a strong positive relationship was found between individual-level determinants and health, the relationship between individual-level factors and substance abuse was also found to be indirect through health. Methodological limitations and implications for family life education, clinical interventions, policy, and future research that are socioecologically-informed are discussed."
[ABSTRACT FROM AUTHOR]

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." [ABSTRACT FROM AUTHOR]

Walsh, F. (2016). Applying a family resilience framework in training, practice, and research: Mastering the art of the possible. *Family Process, 55*(4), 616-632. doi:10.1111/famp.12260

- "With growing interest in systemic views of human resilience, this article updates and clarifies our understanding of the concept of resilience as involving multilevel dynamic processes over time. Family resilience refers to the functioning of the family system in dealing with adversity: Assessment and intervention focus on the family impact of stressful life challenges and the family processes that foster positive adaptation for the family unit and all members. The application of a family resilience framework is discussed and illustrated in clinical and community-based training and practice. Use of the author's research-informed map of core processes in family resilience is briefly noted, highlighting the recursive and synergistic influences of transactional processes within families and with their social environment. Given the inherently contextual nature of the construct of resilience, varied process elements may be more or less useful, depending on different adverse situations over time, with a major crisis; disruptive transitions; or chronic multistress conditions. This perspective is attuned to the diversity of family cultures and structures, their resources and constraints, socio-cultural and developmental influences, and the viability of varied pathways in resilience." [ABSTRACT FROM AUTHOR]

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 and Girls

Breno, A. L., & Galupo, M. P. (2008). Sexual abuse histories of young women in the U.S. child welfare system: A focus on trauma-related beliefs and resilience. *Journal Of Child Sexual Abuse, 16*(2), 97-113. doi:10.1300/J070v16n02_06
- This article includes a study on the impact of CSA among girls in the U.S. foster care system. 84 women who had been abused were interviewed. Girls who experienced CSA were more likely to move between homes than girls who had no history of CSA. Participants with trauma-related beliefs, including blame, betrayal, powerlessness, and traumatic sexualization, were negatively correlated with resilience.

Brady, A. P., Sotirin, P. J., & Flynn, E. A. (2012). *Feminist rhetorical resilience*. doi:10.2307/j.ctt4cgpws
- "Although it is well known in other fields, the concept of "resilience" has not been addressed explicitly by feminist rhetoricians. This collection develops it in readings of rhetorical situations across a range of social contexts and national cultures. Contributors demonstrate that resilience offers an important new conceptual frame for feminist rhetoric, with emphasis on agency, change, and hope in the daily lives of individuals or groups of individuals disempowered by social or material forces. Collectively, these chapters create a robust conception of resilience as a complex rhetorical process, redeeming it from its popular association with individual heroism through an important focus on relationality, community, and an ethics of connection. Resilience, in this volume, is a specifically rhetorical response to complicated forces in individual lives. Through it, Feminist Rhetorical Resilience widens the interpretive space within which rhetoricians can work." (Abstract from publisher)

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.

Goodman, R. D., Vesely, C. K., Letiecq, B., & Cleaveland, C. L. (2017). Trauma and resilience among refugee and undocumented immigrant women. *Journal Of Counseling & Development, 95*(3), 309-321. doi:10.1002/jcad.12145

- Researchers used a phenomenological approach to conduct interviews with 19 immigrant women, 10 undocumented and nine refugees. Researchers found these women commonly experienced three specific types of trauma including sociopolitical-based, status-based, and postmigration trauma. Common stressors included family separation and economic and situational stress. Participants' often experienced PTSD, depression, and suicidality. Researchers categorized the participants ability to cope into external processes (relationships and resources) and internal processes (beliefs). Women identified their male partner, support group, and access to social services as beneficial to their coping and resilience. Most of the women explained they would distract themselves from their traumatic past to cope and the importance of their religious beliefs.

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., & Dahesihsari, 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.

Mienaltowski, A. (2011). Everyday problem solving across the adult life span: solution diversity and efficacy. *Annals Of The New York Academy Of Sciences, 1235*(1), 75-85. doi:10.1111/j.1749-6632.2011.06207.x

- Everyday problem solving involves examining the solutions that individuals generate when faced with problems that take place in their everyday experiences. Problems can range from medication adherence and meal preparation to disagreeing with a physician over a recommended medical procedure or compromising with extended family members over where to host Thanksgiving dinner. Across the life span, research has demonstrated divergent patterns of change in performance based on the type of everyday problems used

as well as based on the way that problem-solving efficacy is operationally defined. Advancing age is associated with worsening performance when tasks involve single-solution or fluency-based definitions of effectiveness. However, when efficacy is defined in terms of the diversity of strategies used, as well as by the social and emotional impact of solution choice on the individual, performance is remarkably stable and sometimes even improves in the latter half of life. This article discusses how both of these approaches to everyday problem solving inform research on the influence that aging has on everyday functioning.

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."

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, rejection of the Superwoman Ideal, physical self-concept, active coping, and wellness.

LGBT

Asakura, K., & Craig, S. L. (2014). " It gets better " … but how? Exploring resilience development in the accounts of LGBTQ adults. *Journal of Human Behavior in the Social Environment, 24*(3), 253-266. https://doi.org/10.1080/10911359.2013.808971

- "As reports of bullying and suicide increase, research on lesbian, gay, bisexual, transgender, and queer (LGBTQ) youth must expand its focus from vulnerabilities to resilience development. The purpose of this inductive qualitative study was to explore resilience development in the accounts of LGBTQ adults by analyzing videos posted for the It Gets Better social media campaign (n= 21). Four major themes emerged: (1) leaving hostile social environments; (2) experiencing "coming out" in meaningful ways; (3) remembering the social

environment; and (4) turning challenges into opportunities and strengths. These findings suggest that, despite the campaign's premise, life did not automatically get better for the LGBTQ participants. Rather, the findings offer a nuanced look at the pathways to resilience development. Implications for social work practice are discussed." [ABSTRACT FROM PUBLISHER]

Balsam, K. F. (2004). *Trauma, stress, and resilience among sexual minority women: Rising like the phoenix*. Binghamton, NY: Routledge.

- "Prevent victimization of sexual minority women by raising your awareness level! Trauma, Stress, and Resilience Among Sexual Minority Women: Rising Like the Phoenix is the first resource to examine trauma, violence, and stress as experienced by lesbian and bisexual women. You'll gain a better understanding of the stressors that these women experience, including the cultural/social trauma of living with homophobia and heterosexism as well as the individual traumas of verbal, physical, and sexual abuse. This book contains never-before-seen data that investigates the prevalence, impact, and meaning of traumatic experiences in the lives of sexual minority women. In Trauma, Stress, and Resilience Among Sexual Minority Women, top researchers use direct quotes and case examples to illustrate and personalize the emotional strain these women endure. Furthermore, they address constructive individual and community responses that promote resilience and healing. The information and strategies contained in this book will help sexual minority women, as well as the practitioners who serve them, understand and heal from the impact of individual and cultural trauma. This book will increase your knowledge of: developmental issues facing lesbian and bisexual youths the impact of sexual abuse history on the coming out process ethnic/racial differences in trauma among lesbian and bisexual women the prevalence and impact of traumatic experience among HIV+ lesbian and bisexual women the unique stressors facing African-American lesbians and how they cope organized religion's approaches to homosexuality and how this impacts lesbian and bisexual women Trauma, Stress, and Resilience Among Sexual Minority Women also shows how data on same-sex domestic violence and hate crimes can be gathered and used as a tool for social and political advocacy, bringing about positive changes that can improve the lives of many lesbian and bisexual women. This book is insightful reading for mental health, health, and social service professionals working with lesbian and bisexual clients or patients, and activists and individuals who work for organizations that serve the gay/lesbian/bisexual/transgender communities." (Abstract from publisher)

Bariola, E., Lyons, A., Leonard, W., Pitts, M., Badcock, P., & Couch, M. (2015). Demographic and psychosocial factors associated with psychological distress and

resilience among transgender individuals. *American Journal Of Public Health, 105*(10), 2108-2116. doi:10.2105/AJPH.2015.302763

- "Objectives. We examined the independent demographic and psychosocial factors associated with psychological distress and resilience among transgender men and women.
- Methods. Our data came from an online survey involving a national Australian sample of 169 transgender men and women in 2011. Survey questions assessed demographics; sources of support; contact with lesbian, gay, bisexual, and transgender peers; and experiences of victimization. We assessed the outcomes with the Kessler Psychological Distress Scale and the Brief Resilience Scale. Results. In all, 46.0% of the sample reported high or very high levels of psychological distress. Multivariable regression analyses identified considerably different independent factors for psychological distress and resilience. Younger age, feeling unable to turn to family for support, and victimization experiences were associated with greater psychological distress, whereas higher income, identifying as heterosexual, and having frequent contact with lesbian, gay, bisexual, and transgender peers were associated with greater resilience.
- Conclusions. With different factors identified for psychological distress and resilience, these findings may help inform the development of tailored mental health interventions and resilience-building programs for this vulnerable population." [ABSTRACT FROM AUTHOR]

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." [ABSTRACT FROM AUTHOR]

Craig, S. S., Austin, A., & McInroy, L. B. (2014). School-based groups to support multiethnic sexual minority youth resiliency: Preliminary effectiveness. *Child & Adolescent Social Work Journal, 31*(1), 87-106. https://doi.org/10.1007/s10560-013-0311-7

- "Sexual minority youth (SMY) face multiple challenges as a result of their marginalized sexual and/or gender identities, yet evidence informed programs for

the population are absent from the literature. This study describes the pilot research efforts of affirmative supportive safe and empowering talk (ASSET), the first LGBTQ affirmative school-based group counseling intervention created specifically to promote resiliency. In a pilot uncontrolled trial, multiethnic SMY (n = 263) completed measures of self-esteem, social connectedness, and proactive coping at baseline and following completion of the ASSET intervention. Post-intervention analysis using general linear modeling suggests that self-esteem and proactive coping increased significantly across all subgroups, while social connectedness remained constant. ASSET holds promise to enhance the resiliency of SMY in school-based practice settings. Further research should address the effect of ASSET participation on measures of risk and resiliency, and compare outcomes across multiple group interventions." [ABSTRACT FROM AUTHOR]

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." [ABSTRACT FROM PUBLISHER]

Emlet, 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." [ABSTRACT FROM AUTHOR]

Foster, K. k., Bowland, S., & Vosler, A. (2015). All the pain along with all the joy: Spiritual resilience in lesbian and gay christians. *American Journal of Community Psychology, 55*(1-2), 191-201. doi:10.1007/s10464-015-9704-4

- "Resilience among lesbian and gay (LG) Christians has received limited attention. We present results from a qualitative study of 27 LG Christians, for whom religion had high salience. The study explored the process of integrating sexual orientation with spirituality. Moving from recognition of incongruence between faith and sexual orientation to integration was found to be a resilience-building process. Through descriptive and process approaches, we identified three primary pathways individuals used to integrate their faith and sexual orientation: transforming theological meaning; finding a safe-enough congregation; and finding an affirming congregation. Some worked for social justice within congregations as part of the resilience-building process. We discuss important decision points for LG Christians that included critical evaluation of extant and potential support systems, redefining scripture and tradition, and transforming communities. A model for LG Christian Spiritual Resilience is presented." [ABSTRACT FROM AUTHOR]

Funk, S., & Funk, J. (2017). From a pedagogy of vulnerability to a pedagogy of resilience: A case study of the youth and gender in media project. *Critical Questions In Education, 8*(3), 297-321. Retrieved from https://files.eric.ed.gov/fulltext/EJ1145379.pdf

- "Much media attention has recently focused on gender expansive students in schools. Whether arguing over bathroom rights or wardrobe freedoms, many educators feel caught in a crossfire between protecting their students and maintaining the status quo of an extremely binary educational system. After reviewing the history of the pathologization of gender expansiveness and the normalization of the gender binary, this study reveals the data from an examination of four workshops conducted by the Youth and Gender Media Project over the course of two years. The experiences of educators, mental health experts, healthcare providers, and primary caretakers of gender expansive individuals who participated in the workshops are described using qualitative methods. The findings underscore the need for introducing gender expansive and gender inclusive materials into curricula while expressing the frustration of those who feel that this is important, yet difficult. This article suggests that educators play a critical role in challenging the history of discrimination against gender expansive individuals and that their willingness to avail themselves of the material that currently exists is not merely a matter of taste, but a matter of social justice, of equity, and of proactively evolving the discourse of gender and its ideological implications in the classroom." [ABSTRACT FROM AUTHOR]

Grace, A. P., & Wells, K. (2016). Growing into resilience: Sexual and gender minority youth in Canada. *International Journal of Lifelong Education, 35*(2), 209-212. https://doi.org/10.1080/02601370.2016.1164465

- "Despite recent progress in civil rights for sexual and gender minorities (SGM), ensuring SGM youth experience fairness, justice, inclusion, safety, and security in their schools and communities remains an ongoing challenge. In Growing into Resilience, André P. Grace and Kristopher Wells – co-founders of Camp fYrefly, a summer leadership camp for SGM youth – investigate how teachers, healthcare workers, and other professionals can help SGM youth build the human and material assets that will empower them to be happy, healthy, and resilient.Grace and Wells investigate the comprehensive (physical, mental, and sexual) health of SGM youth, emphasizing the role of caring professionals in an approach that that recognizes and accommodates SGM youth. Throughout, the authors draw upon the personal narratives of SGM youth, emphasizing how research, policy, and practice must act together for them to be able to thrive and fulfill their promise.Both a resource for those professionally engaged in work with sexual and gender minorities and a comprehensive text for use in courses on working with vulnerable youth populations, Growing into Resilience is a timely and transdisciplinary book." (Abstract from author)

Gray, N. N., Mendelsohn, D. D., & Omoto, A. M. (2015). Community connectedness, challenges, and resilience among gay Latino immigrants. *American Journal of Community Psychology, 55*(0), 202-214. doi:10.1007/s10464-014-9697-4

- "To date, relatively little psychological research has focused on the experiences of lesbian, gay, bisexual, and transgender (LGBT) Latino/a immigrants to the United States. This qualitative study used face-to-face semi-structured interviews to explore the unique sources of stress, challenges, as well as opportunities and factors related to resilience among 13 gay Latino first- and second-generation immigrants. Iterative coding of interview transcripts revealed four key themes, each of which is illustrated with verbatim quotes: (1) feelings of connectedness to the LGBT community, (2) feelings of connectedness to the Latino/a community, (3) intersectional challenges and strategies, and (4) well-being, strength, and resilience. As suggested by these themes, gay Latino immigrants have distinct sources of stress and conflict, many of them associated with community memberships, but also draw on unique sources of support and adaptive thoughts and behaviors in facing stressors. Implications for studying risk and resilience factors among stigmatized populations, including LGBT individuals and immigrants, are discussed." [ABSTRACT FROM AUTHOR]

Harvey, R. G., & Stone Fish, L. (2015). Queer youth in family therapy. *Family Process, 54*(3), 396-417. doi:10.1111/famp.12170

- "Trends in popular belief about same-sex relationships have undergone noteworthy change in the United States over the last decade. Yet this change has been marked by stark polarizations and has occurred at varying rates depending upon regional, community, racial, religious, and individual family context. For queer youth and their families, this cultural transformation has broadened opportunities and created a new set of risks and vulnerabilities. At the same time, youth's increasingly open and playful gender fluidity and sexual identity is complicated by unique intersections of class, race, religion, and immigration. Effective family therapy with queer youth requires practitioner's and treatment models that are sensitive to those who bear the burden of multiple oppressions and the hidden resilience embedded in their layered identities. We present case examples of our model of family therapy which addresses refuge, supports difficult dialogs, and nurtures queerness by looking for hidden resilience in the unique intersections of queer youths' lives. These intersections provide transformational potential for youth, their families and even for family therapists as we are all nurtured and challenged to think more complexly about intersectionality, sexuality, and gender." [ABSTRACT FROM AUTHOR]

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." [ABSTRACT FROM AUTHOR]

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." [ABSTRACT FROM AUTHOR]

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." [ABSTRACT FROM AUTHOR]

Kosciw, J., Palmer, N. N., & Kull, R. (2015). Reflecting resiliency: Openness about sexual orientation and/or gender identity and its relationship to well-being and educational outcomes for LGBT students. *American Journal Of Community Psychology, 55*(1-2), 167-178. doi:10.1007/s10464-014-9642-6

- "For lesbian, gay, bisexual, and transgender (LGBT) youth, coming out (i.e., disclosure of LGBT identity to others) can be a key developmental milestone, one that is associated with better psychological well-being. However, this greater visibility may come with increased risk of peer victimization. Being out, therefore, may reflect resilience and may unfold differently depending on ecological context as some spaces may be more or less supportive of LGBT youth than others. This article explores a model of risk and resilience for outness among LGBT youth, including whether it varies by community context. We tested our hypothesized model with a national dataset of 7,816 LGBT secondary school students using multi-group structural equation modeling. Consistent with our hypotheses, outness was related to higher victimization but also to higher self-esteem and lower depression. Greater victimization was related to negative academic outcomes directly and indirectly via diminished well-being. The increases in victimization associated with outness were larger for rural youth, and benefits to well-being partly compensated for their lower well-being overall. This article suggests that being out reflects resilience in the face of higher risk of victimization, in addition to promoting well-being in other ways. Nonetheless, contextual factors influence how this model operates among LGBT youth." [ABSTRACT FROM AUTHOR]

Kruger, L., Beer, C. L. D., & Du Plessis, A. B. (2016). Resilience in gay and lesbian parent families: Perspectives from the Chrono-System. *Journal Of Comparative Family Studies, 47*(3), 343-356. Retrieved from https://www.jstor.org/stable/44109630?seq=1#metadata_info_tab_contents

- "This paper explores resilience in gay and lesbian parent families from a chrono-system perspective, which refers to the development of resilience through

time. Resilience is characterised differently by different cultures. In one sub-culture, research on the experiences of children raised in gay or lesbian parent families in South Africa shows that the children often feel vulnerable facing societal heteronormativity), even though gay and lesbian parent families often work diligently to create a sense of belonging within the society in which they live. However, many family studies have either ignored general familial bonding with society or dealt with it only generally. With the significant impact of South African legal transformation over time regarding gay and lesbian parent families' position in society, a chrono-system perspective of factors that influence resilience in gay and lesbian parent families becomes relevant for theory building and psychological support." [ABSTRACT FROM AUTHOR]

Lyons, A. (2015). Resilience in lesbians and gay men: A review and key findings from a nationwide Australian survey. *International Review Of Psychiatry, 27*(5), 435-443. doi:10.3109/09540261.2015.1051517

- "Rates of depression and anxiety are disproportionately high among lesbians and gay men, and stigma-related stress is thought to be a major factor. While reducing stigma remains a priority, developing ways to assist lesbians and gay men to build resilience to stigma-related stress is also a growing priority among policymakers and health professionals. This article summarizes major conceptual work and research on resilience among lesbians and gay men, including key findings from a nationwide online survey involving 2,793 Australian lesbians and gay men aged 16 years and older that examined demographic and psychosocial factors related to resilience. Research on resilience in gay and lesbian populations is currently a small field but appears to be growing. As recommended in this article, further work is needed to identify circumstances in which lesbians and gay men display resilience to stigma-related stress and to systematically test resilience training programmes that help to prevent depression and anxiety in these at-risk populations." [ABSTRACT FROM PUBLISHER]

McConnell, E. A., Janulis, P., Phillips, G. 2., Truong, R., & Birkett, M. (2018). Multiple minority stress and LGBT community resilience among sexual minority men. *Psychology of Sexual Orientation and Gender Diversity, 5*(1), 1-12. doi:10.1037/sgd0000265

- "Minority stress theory has widespread research support in explaining health disparities experienced by sexual and gender minorities. However, less is known about how minority stress impacts multiply marginalized groups, such as lesbian, gay, bisexual, and transgender people of color (LGBT POC). Also, although research has documented resilience in the face of minority stress at the individual level, research is needed that examines macro-level processes such

as community resilience (Meyer, 2015). In the current study, we integrate minority stress theory and intersectionality theory to examine multiple minority stress (i.e., racial/ethnic stigma in LGBT spaces and LGBT stigma in one's neighborhood) and community resilience (i.e., connection to LGBT community) among sexual minority men of different racial/ethnic groups who use a geosocial networking application for meeting sexual partners. Results showed that Black sexual minority men reported the highest levels of racial/ethnic stigma in LGBT spaces and White sexual minority men reported the lowest levels, with Asian and Hispanic/Latino men falling in between. Consistent with minority stress theory, racial/ethnic stigma in LGBT spaces and LGBT stigma in one's neighborhood were associated with greater stress for sexual minority men of all racial/ethnic groups. However, connection to LGBT community played more central role in mediating the relationship between stigma and stress for White than POC sexual minority men. Results suggest that minority stress and community resilience processes may differ for White and POC sexual minority men. Potential processes driving these differences and implications for minority stress theory are discussed." (Abstract from Author)

McElroy, J.A., Wintemberg, J. J., Cronk, N. J., & Everett, K. D. (2016). The association of resilience, perceived stress and predictors of depressive symptoms in sexual and gender minority youths and adults. *Psychology & Sexuality, 7*(2), 116-130. https://doi.org/10.1080/19419899.2015.1076504

- "Research in the sexual and gender minority population (SGM) tends to focus on describing risk factors for negative health outcomes and identification of stressors, which tend to be higher in this population compared to the non-SGM (i. e., mainstream heterosexual) population. This study examines the intersection between perceived stress and resilience associated with self-reported depressive symptoms using standardised instruments, such as the Patient Health Questionnaire (PHQ-2), among SGM adults (n = 3017) and youths (n = 232). A higher proportion of SGM individuals are stressed and report depressive symptoms compared to non-SGM individuals, whereas the mean resilience scores were similar to the general population. For SGM adults, but not youths, we found an association between lower resilience scores and higher perceived stress scores. SGM adults who had a ` higher' depressive symptom score (PHQ-2 = 3) were more likely to have a lower resilience score, a higher stress score, be unemployed or disabled, and less likely to have attended some college or graduated from college. For SGM youth, higher stress and lower resilience scores were associated with ` higher' depressive symptom score (PHQ-2 = 3). Our findings suggest that resilience-based prevention and treatment approaches

to depression may serve to mitigate the effect of stress in SGM individuals."
(Abstract from author)

Poteat, V. P. (2016). Gay-straight alliances: promoting student resilience and safer school climates. *American Educator, 40*(4), 10-14. Retrieved from https://files.eric.ed.gov/fulltext/EJ1123843.pdf

- This article explains the purpose and benefits of Gay Straight Alliances for adolescent students. GSAs offer a safe environment for students, facilitates connections between members, boosts self-confidence, and experiencing adult support. Some of the benefits of GSAs include members reporting "lower mental and physical health concerns, greater overall well-being, less drug use, less truancy, and greater perceived school safety."

Poteat, V. P., Calzo, J. J., & Yoshikawa, H. (2016). Promoting youth agency through dimensions of gay-straight alliance involvement and conditions that maximize associations. *Journal of Youth & Adolescence, 45*(7), 1438-1451. doi:10.1007/s10964-016-0421-6

- "Gay-Straight Alliances (GSAs) may promote wellbeing for sexual minority youth (e.g., lesbian, gay, bisexual, or questioning youth) and heterosexual youth. We considered this potential benefit of GSAs in the current study by examining whether three GSA functions-support/socializing, information/resource provision, and advocacy-contributed to sense of agency among GSA members while controlling for two major covariates, family support and the broader school LGBT climate. The sample included 295 youth in 33 Massachusetts GSAs (69 % LGBQ, 68 % cisgender female, 68 % white; M = 16.06 years). Based on multilevel models, as hypothesized, youth who received more support/socializing, information/resources, and did more advocacy in their GSA reported greater agency. Support/socializing and advocacy distinctly contributed to agency even while accounting for the contribution of family support and positive LGBT school climate. Further, advocacy was associated with agency for sexual minority youth but not heterosexual youth. Greater organizational structure enhanced the association between support/socializing and agency; it also enhanced the association between advocacy and agency for sexual minority youth. These findings begin to provide empirical support for specific functions of GSAs that could promote wellbeing and suggest conditions under which their effects may be enhanced." [ABSTRACT FROM AUTHOR]

Poteat, V. P., Yoshikawa, H., Calzo, J. P., Gray, M. L., DiGiovanni, C. D., Lipkin, A., & ... Shaw, M. P. (2015). Contextualizing gay-straight alliances: Student, advisor, and structural factors related to positive youth development among members. *Child Development, 86*(1), 176-193. doi:10.1111/cdev.12289

- "Gay-straight alliances (GSAs) may promote resilience. Yet, what GSA components predict well-being? Among 146 youth and advisors in 13 GSAs (58% lesbian, gay, bisexual, or questioning; 64% White; 38% received free/reduced-cost lunch), student (demographics, victimization, attendance frequency, leadership, support, control), advisor (years served, training, control), and contextual factors (overall support or advocacy, outside support for the GSA) that predicted purpose, mastery, and self-esteem were tested. In multilevel models, GSA support predicted all outcomes. Racial/ethnic minority youth reported greater well-being, yet lower support. Youth in GSAs whose advisors served longer and perceived more control and were in more supportive school contexts reported healthier outcomes. GSA advocacy also predicted purpose. Ethnographic notes elucidated complex associations and variability as to how GSAs operated." [ABSTRACT FROM AUTHOR]

Ramon, S., & Warrener, J. (2015). Evaluating the project empowering young LGBT adults: Methodology and key findings of a european action research. *Romanian Journal Of Experimental Applied Psychology, 6*(2), 36-55. Retrieved from http://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=0&sid=e715789c-4260-4893-b3a0-842420d8a990%40sdc-v-sessmgr01

- "The article focuses on the evaluation of a training programme aimed to empower young LGBT adults in Ireland and the UK, constituting one component of a larger EU funded project on this issue which took place in six sites. The programme offered an interactive exploration in small groups of the impact of social stigma due to minority gender and sexual identity on the participants. It further enables looking at and developing new modes of resilience, as well as relevant knowledge. A pre, immediate post, and follow up post programme evaluation took place, including changes in demographic data, perception of stigma, and strategies to handle it more constructively. Methods included responses to questionnaires and focus groups. Nvivo analysis was applied to the qualitative data, while SPSS analysis was applied to the quantitative data. Key findings highlight the value of the groups to increasing self and other understanding among the participants and the ease of trusting each other. Participants began to put themselves in the place of others in the group and outside it in order to improve understanding, empathy, reflecting back, and consider the range of possible and effective responses. Political activism emerged as a response in Ireland, but not in the UK. Thus the effectiveness of the training programme has been demonstrated cross-culturally. The main limitation of the study is the lack of measurement of external outcomes." [ABSTRACT FROM AUTHOR]

Ruth, R., & Santacruz, E. (2017). *LGBT psychology and mental health: Emerging research and advances*. Santa Barbara, California: Praeger.

- "This cutting-edge guide spotlights some of the most exciting emerging discoveries, trends, and research areas in LGBT psychology, both in science and therapy.• Presents a concise history of LGBT psychology as well as coverage of current LGBT psychology in various subfields, including social, developmental, psychoanalytical, minority psychology, and women's psychology• Addresses issues in the LGBT community ranging from health disparities (physical, biological, and psychological illnesses that disproportionately affect the LGBT community) to addictions and substance abuse, stressors, and emerging policy issues• Includes contributors who are well-known trailblazers and noted experts in the field" (Abstract from publisher)

Saewyc, E. S. (2011). Research on adolescent sexual orientation: Development, health disparities, stigma, and resilience. *Journal Of Research On Adolescence (Wiley-Blackwell), 21*(1), 256-272. doi:10.1111/j.1532-7795.2010.00727.x

- "The decade between 1998 and 2008 saw rapid increases in research on adolescent sexual orientation development and related health issues, both in the quantity and in the quality of studies. While much of the research originated in North America, studies from other countries also contributed to emerging understanding of developmental trajectories and social influences on the health of sexual minority adolescents. This paper reviews the body of research from the past decade on adolescent sexual orientation, focused on issues of measurement, developmental trajectories, evidence related to health disparities, and the risks and protective factors that help explain the health and developmental challenges some lesbian, gay, and bisexual adolescents experience. Although many sexual minority adolescents face stigma and rejection within their families, their schools, or their communities, it should be noted that most successfully navigate the developmental tasks of adolescence and attain similar levels of health and well-being as their heterosexual peers, often despite the stigma and discrimination they encounter. Further research is needed to understand population trends as well as individual patterns of development, cultural variations in both development and health disparities, the interplay of general and unique risk factors that contribute to various health disparities and protective factors that buffer those risks, and interventions to promote the healthy development of sexual minority adolescents." [ABSTRACT FROM AUTHOR]

Schrader, A. M. (2009). Challenging silence, challenging censorship building resilience: LGBTQ services and collections in public, school and post-secondary libraries. *Feliciter, 55*(3), 107-109. doi:https://doi.org/10.7939/R3R785R8X

- "The author reflects on the LGBTQ services and collections in public, school and post-secondary libraries. The author comments on the absence of references for sexual minority adults who turned to libraries to find something about LGBTQ realities and identities. He suggests that librarian should adopt a holistic strategy in providing library services and will start it with Canadian policy framework grounded in human rights concepts of non-discrimination, inclusion, safety, and duty care." (Abstract from Author)

Scourfield, J., Roen, K., & McDermott, L. (2008). Lesbian, gay, bisexual and transgender young people's experiences of distress: Resilience, ambivalence and self-destructive behaviour. *Health & Social Care In The Community, 16*(3), 329-336. doi:10.1111/j.1365-2524.2008.00769.x

- "The research presented in this paper set out to explore the cultural context of youth suicide and more specifically any connections between sexual identity and self-destructive behaviour, in the light of international evidence about the disproportionate risk of suicidal thoughts and suicide attempts in lesbian, gay, bisexual and transgender (LGBT) young people. The empirical basis for the paper is qualitative research that was carried out in the North West of England and South Wales. Focus groups and interviews were conducted with a total of 69 young people, with a purposive sample to reflect diversity of sexual identity, social class and regional and rural-urban location. The paper presents a thematic analysis of the data specifically relating to the experiences of LGBT young people. A range of strategies that LGBT young people employ in the face of distress are described. These are categorised as resilience, ambivalence and self-destructive behaviour (including self-harm and suicide). The potential implications for health and social care of these strategies include the need for ecological approaches and for sexual cultural competence in practitioners, as well as prioritisation of LGBT risk within suicide prevention policies." [ABSTRACT FROM AUTHOR]

Shilo, G. S., Antebi, N., & Mor, Z. (2015). Individual and community resilience factors among lesbian, gay, bisexual, queer and questioning youth and adults in Israel. *American Journal Of Community Psychology, 55*(1-2), 215-227. doi:10.1007/s10464-014-9693-8

- "Drawing on resilience theories, this study examined the individual and community factors of Israeli lesbians, gays, bisexuals, queers, and questioning (LGBQs) that contribute to positive mental health and the degree to which individual and community protective factors mitigate the adverse effect of risk factors for poor mental health. Differences in resilience factors between LGBQ youth and adults were explored. Data were collected on 890 LGBQ youth and adults. Findings emphasize the role of community-level resilience factors in the

lives of LGBQs, and that these support systems differ slightly between the two age groups. Among youth, family support was both a strong predictor for well-being and a protective factor for mental distress. Although family support was found as a resilience factor among adults as well, other community-level factors (friends' support, LGBT connectedness and having steady partner) were found as protective factors for poorer mental health. These findings suggest for efforts on fostering familial support for LGBQ youth and a multi-level system that offers support at the familial, peer, relationship and community levels for both LGBQ youth and adults." [ABSTRACT FROM AUTHOR]

Stathatos, M. E., Watson, R. J., & Sulkowski, M. L. (2016). Peer victimization and resilience among LGBT youth. *National Association of School Psychologists. Communique, 45*(2), 1-33. Retrieved from https://www.questia.com/magazine/1P3-4231027421/peer-victimization-and-resilience-among-lgbt-youth

- "The article discusses several aspects of peer pressure and harassment of LGBT students in the U.S school. Topics include marginalized and LGBT students being major victims of peer aggression; increase in psychological distress, detrimental health and negativity in victimized students; significance of resilience-based protective factors by school administration to support students; and recommendations for facilitating resiliency like inclusive language and general services administration (GSA)." (Abstract from Author)

Talley, A. E., Gilbert, P. A., Mitchell, J., Goldbach, J., Marshall, B. L., & Kaysen, D. (2016). Addressing gaps on risk and resilience factors for alcohol use outcomes in sexual and gender minority populations. *Drug & Alcohol Review, 35*(4), 484-493. doi:10.1111/dar.12387

- "Issues. In 2011, the Institute of Medicine released a report that constituted the first comprehensive effort by a federal body to understand the current state of science pertinent to the health needs of sexual and gender minority populations. This mini-review summarises recent empirical, methodological and theoretical advances in alcohol-related research among to lesbian, gay, bisexual and transgender (LGBT) populations and highlights progress towards addressing gaps, with a particular interest in those identified by the Institute of Medicine report. Approach. Articles published since 2011 were identified from PsycINFO and PubMed database searches, using various combinations of keyword identifiers (alcohol, alcohol abuse, substance abuse, LGBT, lesbian, gay, bisexual, transgender). Reference sections of included articles were also examined for additional citations. Key Findings. Recent empirical work has contributed to a greater understanding of sub-group differences within this diverse population. Evidence has supported theorised influences that can

account for alcohol-related disparities, yet important gaps remain. Studies that examine the role of gender identity and its intersection with sexual identity within transgender and gender non-conforming sub-populations are lacking. Methodological advances in this literature have begun to allow for examinations of how minority-specific and general risk factors of alcohol misuse may contribute to patterns of alcohol involvement over time and within social-relational contexts Conclusions. The recommendations made in the current mini-review are meant to facilitate future collaborative efforts, scale development,
thoughtful methodological design and analysis and theoretically driven nuanced hypotheses to better understand, and ultimately address, alcohol-related disparities among sexual and gender minority populations. [Talley AE, Gilbert PA, Mitchell J,
Goldbach J, Marshall BDL, Kaysen D. Addressing gaps on risk and resilience factors for alcohol use outcomes in sexual and gender minority populations. Drug Alcohol Rev 2016;35:484–493]" (Abstract from Author)

Wilson, P. A., Meyer, I. H., Antebi-Gruszka, N., Boone, M. R., Cook, S. H., & Cherenack, E. M. (2016). Profiles of resilience and psychosocial outcomes among young black gay and bisexual Men. *American Journal Of Community Psychology, 57*(1-2), 144-157. doi:10.1002/ajcp.12018

- "Young Black gay/bisexual men (YBGBM) are affected by contextual stressors-namely syndemic conditions and minority stress-that threaten their health and well-being. Resilience is a process through which YBGBM achieve positive psychosocial outcomes in the face of adverse conditions. Self-efficacy, hardiness and adaptive coping, and social support may be important resilience factors for YBGBM. This study explores different profiles of these resilience factors in 228 YBGBM in New York City and compares profiles on psychological distress, mental health, and other psychosocial factors. Four profiles of resilience were identified: (a) Low self-efficacy and hardiness/adaptive coping (23.5%); (b) Low peer and parental support (21.2%); (c) High peer support, low father support (34.5%); and (d) High father and mother support, self-efficacy, and hardiness/adaptive coping (20.8%). YBGBM in profile 1 scored markedly higher on distress (d = .74) and lower on mental health functioning (d = .93) compared to men in the other profiles. Results suggest that self-efficacy and hardiness/adaptive coping may play a more important role in protecting YBGBM from risks compared to social support and should be targeted in interventions. The findings show that resilience is a multidimensional construct and support the notion that there are different patterns of resilience among YBGBM."
[ABSTRACT FROM AUTHOR]

Wong, F. Y. (2015). In search for the many faces of community resilience among LGBT individuals. *American Journal of Community Psychology, 55*(1-2), 239-241. doi:10.1007/s10464-015-9703-5

- "Many countries (e.g., Egypt, Russia, and Uganda) have very draconian laws against LGBT individuals. Despite facing such adversity or hostility many LGBT individuals do strive and maintain their sense of self-worth. How do they do it? The collection of papers in this special issue attempts to provide some answers to this question. I will attempt to analyze two overlapping issues in these papers, and how they might inform LGBT research using a resilience lens." [ABSTRACT FROM AUTHOR]

Cultural Competency

Ayvaci, E.R. (2017). Religious barriers to mental healthcare. *The American Journal of Psychiatry, 11*(7), p. 11-13. https://doi.org/10.1176/appi.ajp-rj.2016.110706

- The author describes the importance of religion in American culture and thus, how religion impacts clients' decision making relating to mental health. Furthermore, the author notes the necessity of understanding religious barriers to mental health delivery and use. The article is broken up into three sections: patient level, psychiatrist level, and system level in how religion plays a part in each section. At the patient level, an individual client's religious beliefs may affect how he or she views or receives mental health services. At the psychiatrist level, religion affects how a psychiatrist interacts with clients, or lack thereof. At the system level, there has been a decrease in the usage of psychiatric forms of mental health services. The article ends with mentioning the HOPE questionnaire as a suggestion to use when assessing patients' religiosity.

BestColleges.com. (2018). The top mental health challenges facing students. Retrieved from https://www.bestcolleges.com/resources/top-5-mental-health-problems-facing-college-students/

- This is a guide to aid in identifying signs and symptoms of mental health issues for college students. The guide begins with statistics on how prevalent mental health issues in college students are and outlines the guide to five issues including depression, anxiety, suicide, eating disorders, and addiction. Each of the five sections is divided into subcategories of symptoms, recognizing the signs including sections on "what should you do if you start to notice _____ in a friend?" and "how do you know if you have a(n) _____?", and resources with hyperlinks.

Canadian Mental Health Association. (2018). Men and mental illness. Retrieved from https://cmha.ca/documents/men-and-mental-illness

- This article highlights the topic of mental health in men including postpartum depression for fathers and schizophrenia. Interestingly enough, the gender gap of mental illness is extremely small with statistics of depression rising among men and decreasing among women. Barriers to seeking help include the low priority given to men's health in addition to a societal norm that men must be strong and not show emotion. Risky behavior including drug and alcohol use can also serve to cover mental health problems in men. Raising awareness is a great first step in starting conversations about men and mental health. A needs-driven approach to mental health is also beneficial.

Canadian Mental Health Association, BC Division. (2015). What's the difference between mental health and mental illness? Retrieved from http://www.heretohelp.bc.ca/ask-us/whats-the-difference-between-mental-health-and-mental-illness

- This article differentiates between mental health and mental illness. It defines mental illness as an illness that affects how people think, feel, behave, or interact with others. Health, as the article describes, is not like an on/off switch, but health has different degrees which can be inferred for mental health as well. There are hyperlinks under the "Where can I learn more?" section for resources.

Cohen, M. (2018). Student guide to surviving stress and anxiety in college & beyond. Retrieved from https://www.learnpsychology.org/student-stress-anxiety-guide/

- This resource provides an outline of "what is stress?" with definitions on the three different types of stress: acute stress, episodic acute, and chronic acute stress. A quiz on "are you stressed?" follows with symptoms and signs of stress with four primary types of stress: physical, emotional, cognitive, and behavioral. A section with statistics on "stressed students" is included with causes of college stress. Tips for resources for student stress, an interview with the expert, career and work stress, health related stress, resources and tools for stress management, more about anxiety, and mindfulness round out this resource.

Eastern Mennonite University. (2011, April 5). Stress – A normal part of life [Blog post]. Retrieved from https://emu.edu/now/health/2011/04/05/a-normal-part-of-lif/

- This blog post details how stress is a normal part of life with explanations of how stress can be good, how stress is different for everyone, and how each of us responds to stress differently. A short list of examples of stress causing physiological and hormonal changes in the body is given. A second list of "stress-coping tips for college students" is also given.

Eisenberg, D., Speer, N., & Hunt, J. B. (2012). Attitudes and beliefs about treatment among college students with untreated mental health problems. *Psychiatric Services*, *63*(7), 711-713. doi:10.1176/appi.ps.201100250

- This research article includes a study on the estimated attitudes and beliefs about treatment through a national sample of college students who have untreated mental health problems. The research found that a majority of untreated students reported low stigma and positive views on treatment effectiveness. The research found that attitudes and knowledge about mental illness, once thought to be some of the most important individual factors that influence seeking help, may no longer be as great of a barrier as once believed. Key factors that influence help-seeking behavior for the population of college students are shifting. Three mental health problems were examined in this study: current symptoms of major depression, current symptoms of anxiety, and past-year suicidal ideation. Additionally, the analysis of the research focused on three factors known to be highly correlated with mental health services and college students: stigma, beliefs about treatment effectiveness, and perceived need for help.

Eisenberg, D., Hunt, J., Speer, N. & Zivin, K. (2011). Mental health service utilization among college students in the united states. *Journal of Nervous and Mental Disease, 199*(5), 301-308. doi:10.1097/NMD.0b013e3182175123

- "We aimed to provide the most comprehensive picture, to date, of service utilization and help-seeking behavior for mental health problems among college students in the United States. We conducted online surveys in 2007 and 2009 of random samples of students in 26 campuses nationwide. Among students with an apparent mental health problem (32% of the weighted sample), 36% received any treatment in the previous year. The prevalence of psychotherapy and medication use was approximately equal. Treatment prevalence varied widely across campuses, with some campuses having prevalence 2 to 3 times higher than those of others. Apparent barriers to help-seeking included skepticism on treatment effectiveness and a general lack of perceived urgency. Overall, the findings indicate that help-seeking for mental health varies substantially across student characteristics and across campuses. Strategies to address the low prevalence of treatment will need to be responsive to this diversity." [ABSTRACT FROM AUTHOR]

Equity in Mental Health Framework. (2018). A framework of recommendations for colleges and universities to support the emotional well-being and mental health of students of color. Retrieved from http://equityinmentalhealth.org/

- This project, which is a collaboration between The Steve Fund and JED, provides recommendations to college and universities so that they can better support the mental health needs of students of color. The framework is based on a review of existing literature and evidenced-based programs, a survey of more than 1,000 students, and mental health and higher education consultants.

Fleming, P.J., Lee, J.G.L., & Dworkin, S.L. (2014). "Real men don't": Constructions of masculinity and inadvertent harm in public health interventions. *American Journal of Public Health, 104*(6),1029-1035. doi:10.2105/AJPH.2013

- "Research shows that constraining aspects of male gender norms negatively influence both women's and men's health. Messaging that draws on norms of masculinity in health programming has been shown to improve both women's and men's health, but some types of public health messaging (e.g., Man Up Monday, a media campaign to prevent the spread of sexually transmitted infections) can reify harmful aspects of hegemonic masculinity that programs are working to change. We critically assess the deployment of hegemonic male norms in the Man Up Monday campaign. We draw on ethical paradigms in public health to challenge programs that reinforce harmful aspects of gender norms and suggest the use of gender-transformative interventions that challenge constraining masculine norms and have been shown to have a positive effect on health behaviors." [ABSTRACT FROM AUTHORS]

Halvorson, M. D. (2015, May). *Impact of culture on stigma related to help-seeking behavior in college students*. Retrieved from https://repositories.lib.utexas.edu/bitstream/handle/2152/32291/HALVORSON-MASTERSREPORT-2015.pdf?sequence=1

- "Though many college students in the United States experience distress that could be ameliorated through counseling, not everyone is willing to seek help. Some estimates report that only 11% of those who have a diagnosable problem in a given year seek professional services (Vogel, Wade, & Hackler, 2007). This suggests that a barrier exists preventing individuals who could benefit from seeking help from doing so. Stigma is an umbrella term used to describe the negative social implications, such as those associated with mental illness, that serve as a barrier between student need and contact with services. The gravity of stigma was validated in the 1999 surgeon general's report on mental health that identified that the fear of stigma deterred individuals from being aware of their illness, seeking subsequent help, and remaining in treatment (http://www.mentalhealthcommission.gov; Satcher, 1999). Stigma against help-seeking is a result of many different factors including, but not limited to, culture, societal influences, formal versus informal help-seeking, and gender norms. Understanding that it is not feasible to adequately address each of the previous factors, this report reviews stigma related to help-seeking across cultures and aims to discuss how different cultural values can influence an individual's willingness to seek formal help. Strategies for intervention and stigma reduction are also discussed." [ABSTRACT FROM AUTHOR]

Hamilton, A. & Powell, W. (2018). Speaking of psychology: How masculinity can hurt mental health. *American Psychological Association.* Podcast retrieved from https://www.apa.org/research/action/speaking-of-psychology/men-boys-health-disparities.aspx

- This podcast discusses how racism, discrimination, and gender stereotyping can cause a decline in men's health over time. Associate professor, Wizdom Powell is interviewed based on her work and knowledge on race, masculinity, and health. In the podcast, Powell discusses the correlation on income, low socioeconomic status, and mental health. Points are made regarding masculinity norms and help-seeking behavior in men as well as emotion regulation and coping strategies men utilize. Powell suggests that higher levels of trust in physicians and providers for men could create a better environment for help-seeking and the link between racism and poor mental health that research has found.

Hendriks, H. & Janssen, L. (2017). Frightfully funny: Combining threat and humor in health messages for men and women. *Psychology & Health, 33,* 594-613. doi:10.1080/08870446.2017.1380812

- "Objective: It is imperative for public health to investigate what factors may reduce defensive responses and increase the effectiveness of health information. The present research investigated gender differences in responses to threatening health-promoting information communicated with humour. Design: Male and female participants were exposed to a health message stressing the negative consequences of binge drinking (Experiment 1; N= 209) or caffeine consumption (Experiment 2; N= 242), that did or did not contain a funny visual metaphor (Experiment 1) or a slapstick cartoon (Experiment 2). Main Outcome Measures: Message evaluation, message attention, and attitudes and intentions towards the behaviour were measured. Results: Results showed that health messages were more persuasive when communicated with humour, although humour played a different role for men and women. Whereas men responded more in line with message goals when the message combined high threat with humour, women preferred the low threat humour messages.Conclusion: By uncovering the moderating role of gender as a key audience characteristic, this research contributes to designing effective future health campaigns and provides important insights for future studies investigating the underlying mechanisms responsible for the different effects of threat and humour appeals for men and women." [ABSTRACT FROM AUTHORS]

Mayo Clinic Staff. (2017, May 24). Mental health: Overcoming the stigma of mental illness. Retrieved from

https://www.mayoclinic.org/diseases-conditions/mental-illness/in-depth/mental-health/art-20046477

- This article describes the stigma of mental illness and how this stigma can lead to discrimination. Harmful effects of stigma including apprehension in seeking treatment or help services are explored. The article is then broken down into subcategories of "Steps to cope with stigma" including: get treatment, don't let stigma create self-doubt and shame, don't isolate yourself, don't equate yourself with your illness, join a support group, get help at school, and to speak out against stigma.

Mayo Clinic Staff (2015, October 13). Mental illness. Retrieved from https://www.mayoclinic.org/diseases-conditions/mental-illness/symptoms-causes/syc-20374968

- This source from Mayo Clinic outlines mental illness including the overview, symptoms, when to see a doctor, suicidal thoughts, helping a loved one, causes, risk factors, complications, and prevention all under the "Symptoms & causes" tab. Under the "Diagnosis & treatment" tab; different types of diagnoses, determining which mental illness, classes of mental illness, treatment including medications, psychotherapy, brain-stimulation treatments, and other treatment options are described. This source ends with sections on lifestyle and home remedies, coping and support, and suggestions for preparing for your appointment.

MedicineNet. (n.d.). Mental illness basics. Retrieved from https://www.medicinenet.com/mental_illness/article.htm#what_causes_mental_illness

- This article outlines mental illness including its causes, prevention, commonality, treatment, and the outlook for individuals with mental illness. The causes of mental illness are detailed in four subcategories: heredity, biology, psychological trauma, and environmental stressors. Mental illness cannot be prevented; however mental illnesses are very common. A variety of treatment options are listed ranging from medication to different types of therapy.

Mental Health America. (2018). Cultural competence. Retrieved from http://www.mentalhealthamerica.net/issues/cultural-competence

- Mental Health America believes that every aspect of mental health systems should reflect the diversity of the communities that they serve. To further this goal, the organization provides resources on various communities, include fact sheets about Latino, GLBT, Asian American/Pacific Islander, African American, and Native American populations.

Mental Health America. (2018). Black & african american communities and mental health. Retrieved from http://www.mentalhealthamerica.net/african-american-mental-health

- This source discusses mental health in Black and African American communities. Demographics and societal issues of this population are highlighted with statistics. The prevalence of mental health in this population is outlined in addition to attitudes, treatment issues, and access/insurance. Adult Black/African Americans are 20% more likely to report serious psychological distress compared with adult Whites. Additionally, Black/African American men are concerned about the stigma of having a mental illness which prevents this population from seeking treatment. This source concludes with a list of educational materials for this population including brochures, fact sheets, partnerships and resources.

National Alliance on Mental Health. (2018). LGBTQ. Retrieved from https://www.nami.org/find-support/lgbtq

- This source outlines mental health and the LGBTQ community. LGBTQ individuals are close to three times more likely to experience a mental health condition such as depression and anxiety compared to others. This population faces more negative mental health outcomes because of prejudice and biases towards the LGBTQ community. The source describes the prejudice and stigma that this population faces and the reality that this population is at a higher risk of suicide because of lack of peer support, harassment, and substance abuse. In relation to suicide, family support plays a huge role as an individual who faced rejection when coming out to his or her family, is eight times more likely to commit suicide. Subsections on substance abuse, LGBTQ youth, and disparities in care are discussed. The source concludes with subsections on finding a provider, tips for talking to your provider, and additional support and resources.

National Alliance on Mental Health. (2018). Mental health screening. Retrieved from https://www.nami.org/Learn-More/Public-Policy/Mental-Health-Screening

- This source addresses mental health screening and the position that the National Alliance on Mental Health (NAMI) stands on the issue of mental health screening. Mental health screenings are vital for early detection and intervention. Early detection leads to better outcomes for those with mental illness as research has shown. NAMI strongly supports early mental health screening that should take place in a primary care doctor's office or in school. Mental health screenings should be conducted by recommendations from the American Academy of Pediatrics and Medicaid requires screening Medicaid-eligible children for mental health under the Early and Periodic Screening, Diagnosis, and Treatment mandate in federal law, though many states do not follow this requirement. NAMI is working to enforce this law in every state, to advocate for the federal Mental Health in Schools Act of 2015, and to support professionals in promoting mental health screenings.

Powell, W., Adams, L. B., Cole-Lewis, Y., Agyemang, A., & Upton, R. D. (2016). Masculinity and race-related factors as barriers to health help-seeking barriers among african-american men. *Behavioral Medicine, 42*(3), 150–163. http://doi.org/10.1080/08964289.2016.1165174

- "Men's tendency to delay health help-seeking is largely attributed to masculinity, but findings scarcely focus on African American men who face additional race-related, help-seeking barriers. Building principally on reactance theory, we test a hypothesized model situating racial discrimination, masculinity norms salience (MNS), everyday racism (ERD), racial identity, sense of control (SOC), and depressive symptomatology as key barriers to African American men's health help-seeking. A total of 458 African American men were recruited primarily from US barbershops in the Western and Southern regions. The primary outcome was Barriers to Help-Seeking Scale (BHSS) scores. The hypothesized model was investigated with confirmatory factor and path analysis with tests for measurement invariance. Our model fit was excellent $\chi^2(4, N = 457) = 3.84, p > 0.05;$ CFI = 0.99; TLI = 1.00; RMSEA = 0.00, and 90% CI [0.00, 0.07] and operated equivalently across different age, income, and education strata. Frequent ERD and higher MNS contributed to higher BHHS scores. The relationship between ERD exposure and BHHS scores was partially mediated by diminished SOC and greater depressive symptomatology. Interventions aimed at addressing African American men's health help-seeking should not only address masculinity norms but also threats to sense of control, and negative psychological sequelae induced by everyday racism." [ABSTRACT FROM AUTHOR]

Smietana, B. (2014, September 22). Mental illness remains taboo topic for many pastors. Retrieved from https://lifewayresearch.com/2014/09/22/mental-illness-remains-taboo-topic-for-many-pastors/

- This article, from the Lifeway Christian bookstores, details how though one in four Americans suffer from mental illness, the Christian church tends to avoid such topics as mental health. Lifeway Research conducted a study that found that many Protestants of the Christian church who have a mental illness seek out their pastor for help; however, many pastors reported having inadequate knowledge or resources to help their church member. The study also found statistics illustrating that the majority of church members studied want their pastors to discuss mental health, yet 66% of pastors speak to their church only once a year or less on the topic. What is needed in the church is an open forum

for conversations about mental health to occur as the research found that many church members who have a mental illness do not share it with the church.

Winerman, L. (2005). Helping men to help themselves. *Monitor on Psychology, 36*(6), 57. Retrieved from https://www.apa.org/monitor/jun05/helping.aspx

- This article describes how men typically do not seek help from mental health services due to societal norms and expectations. Research described within the article details how if men understand that other men face mental health issues like depression and the adjustment of the description of therapy to sound more appealing to men may change the culture of help-seeking for men. The article breaks down the section of "Why men don't seek help" by describing the topics of masculine role socialization and social norms with ending the article by asking the question, what can be done? One way is by convincing men to seek help and normalizing what they are seeking help for.