Assessing and Building Academic Resilience in Online Students

Kadriye O. Lewis, Ed.D

Director of Evaluation and Program Development & Professor of Pediatrics
Children's Mercy Hospital, Department of Pediatrics
University of Missouri Kansas City School of Medicine, Kansas City, Missouri

2018 OLC: November 14-16, 2018
Thursday, November 15 at 10:00am in Northern Hemisphere 3
Kadriye O. Lewis, Ed.D

I have nothing to disclose with respect to this presentation.
When health is absent, wisdom cannot reveal itself, art cannot manifest, strength cannot fight, wealth becomes useless, and intelligence cannot be applied. ~ Herophilus

Herophilus (335 -280 B.C) Greek physician and the father of anatomy, and physician to Alexander the Great
Concept of Resilience

Sources of Stress that Affects Online Students

Mindset, Grit & Self-Compassion

Factors and Conditions for Academic Success

Resilience Tools and Technology Apps for stress

Strategies for Fostering/Building Academic Resilience

Measuring Academic Resilience / Self-Assessment Surveys and Useful Websites

Take Away Information
Session Objectives

As a result of attending this session, you will be able to:

- List factors and behaviors that can help develop and strengthen resilience, including the most common reasons that online students feel stressed.
- Describe how to integrate resilience and wellness into online courses.
- Examine the relationship between resilience and academic success, including various tools to measure academic resilience.
- Discuss stress management strategies for online students to build academic resilience through creation of a personalized action plan.
Why is Mary a Struggling Student?

Mary is a 45-year-old Master’s program student. She enrolled in my course twice. In the first year, she was struggling to keep up with the course and I offered my help multiple times. However, she dropped the 15-week course after the seventh week excusing herself due to her family circumstances. When she enrolled the course following year, she was still showing inconsistent behaviors that were affecting her academic success and contribution to her group work online. She was usually late posting her assignments for the individual task. Usually her work quality was low, and her responses were not well focused. I met with her online a few times to go over the course structure and expectations although course orientation was provided previously. I also started talking to her after the supplementary onsite meetings that my course provided. I found out that her resilience is very low resilience and she was also experiencing burnout from her previous job. Due to her poor time management and motivation, she found herself in a situation which allowed her to be experiencing a lot of distraction that was also affecting her job performance. In this presentation I will share my intervention approaches and strategies to help this student complete my course.
Declining Student Resiliency

Image Source: https://ellepeterson.wordpress.com/tag/victorian-lace-egg-carvings/
Concept of Resilience

Image source: https://developingchild.harvard.edu/science/key-concepts/resilience/
“Resilience is described as a psychological construct that mirrors an individual's ability to cope with stress and pressure in a positive way when faced with adversity or difficult experiences” (Wu et al, 2013).

“Capacity to rebound from adversity strengthened and more resourceful” (Walsh, 1998, p. 4).
Resiliency

• Resiliency is not what happens to you but what you make out of what happens to you that makes you resilient.
Resiliency is the ability to

Not only survive, but thrive!

In order to remain strong, we must stretch ourselves and spring forward!
Resilience and Academic Success

The Most Common Reasons That Online Students Feel Stressed

- Technology issues
- Perfectionism
- Lack of direct interaction with the instructor
- Missed due dates
- Incomplete work
- Lack of interaction and engagement in the online discussions
- Perfunctory discussion posts and assignments
- Experience disconnection of the program

- Lack of free time
- Unhealthy Diet
- Irregular Sleeping Habits

## Common Contributors to Academic Difficulty

### Situational
(lack of time, life balance, sleep, exercise, nutrition, conflicting home responsibilities, etc.)

### Institutional
(unskilled faculty/inadequate faculty education issues, inconvenient program schedules, lack of adequate support, limited course offerings, etc.)

### Dispositional
(ADHD, addiction, habits, anxiety, burnouts, depression, motivation and openness to learning experience, or learner’s lack of confidence in his or her ability to learn, etc.)
Types of Stress Reactions

- Physiological
- Emotional
- Cognitive
- Behavioral

Factors of Academic Resilience (From ARS-30)

Perseverance
- a. Hard work and trying
- b. Not giving up
- c. Sticking to plans and goals
- d. Accepting and utilizing feedback
- e. Imaginative problem solving
- f. Treating adversity as an opportunity to meet challenges and improve

Reflecting and Adaptive Help Seeking
- a. Reflecting on strengths and weakness
- b. Altering approaches to study
- c. Seeking help
- d. Support and encouragement
- e. Monitoring effort and achievements
- f. Administering rewards and punishments

Negative Affect and Emotional Response
- a. Anxiety
- b. Catastrophizing
- c. Avoiding negative emotional responses
Factors and Conditions for Academic Success

The psychologist, Angela Lee Duckworth says:

“IQ was not the only difference between my best and my worst students.”

What separates students who get straight A’s from students who struggle to pass their classes?

Angela says: Grit is the separating factor.

Source: https://www.illumeably.com/success-vs-failure/
Grit Definition

- **Grit**: “firmness of character; indomitable spirit.” (Merriam-Webster dictionary)

- Angela Lee Duckworth defines grit as “passion and perseverance for very long-term goals.”

- **Grit is**
  - Growth
  - Resilience
  - Integrity
  - Tenacity

- **GRIT**

- **Passion + Perseverance**

- For Long-Term Goals
Five Characteristics of Grit

- **Courage**
- **Conscientiousness:** Achievement Oriented vs. Dependable
- **Long-Term Goals and Endurance:** Follow Through
- **Resilience:** Optimism, Confidence, and Creativity
- **Excellence vs. Perfection**

How many do you have?
Mindset, Grit & Self-Compassion

Growth Mind Set
Skills - I can become
- Kind to Self
- Common Humanity
- Mindfulness
- Self-Compassion
- Connection
- Courage
- Self-Compassion
- Joy, gratitude, empathy
- "I am enough"
- Interest
- Practice
- Passion
- Purpose
- Hope
- Gritty group
- Failure as opportunity
- Effort, motivation, dedication
- Social Connections
- Diligent, creative problem solving
- Attitude: mind your P's (permanence, pervasiveness, personalization)
- Emotions & Emotional Acceptance
- Values (pursue what matters)

Fixed Mind Set
Challenges - I am
- Self-Knowledge
- Self-Regulation
- Metacognition
- Self-Criticism
- Judge self
- Isolation
- Over Identification
- Numb Vulnerability
- Shame & Blame
- Struggle for Connection
- Addiction, burnout
- Secrecy, silence, judgment
- Fear of Failure
- Need to prove self-worth
- Desire for validation
- "I am a failure"
- Hide mistakes, conceal deficiencies

Created by Julie G. Nyquist, PhD

(Smith & Nyquist, 2018)
Fixed Mindset vs. Growth Mindset


Leads to a desire to learn and therefore a tendency to look smart and therefore a tendency to... (Smith & Nyquist, 2018)
Resilience Tools/Technology

Apps for Stress

Measuring Academic Resilience / Self-Assessment Surveys

Numerous scales exist to help quantify medical student stress. The Maslach Burnout Inventory (MBI) is the most recognized instrument to assess features of burnout such as exhaustion, cynicism, and inefficacy.

- Maslach Burnout Inventory (MBI) [http://www.statisticssolutions.com/maslach-burnout-inventory-mbi/](http://www.statisticssolutions.com/maslach-burnout-inventory-mbi/)
- Resilience (BRS) [https://www.psytoolkit.org/survey-library/resilience-brs.html](https://www.psytoolkit.org/survey-library/resilience-brs.html)

Go to: [https://goo.gl/xaUFHd](https://goo.gl/xaUFHd)
Building Academic Resilience

- Optimism
- Altruism
- Moral Compass
- Faith and Spirituality
- Humor
- Having a Role Model
- Social Supports
- Facing Fear
- Purpose in Life
- Training
Lewis Approaches (Mary’s Case)

- Identify student obstacles
- Evaluate student orientation to the course
- Prepare students for the challenges of your course
- Think about ways to motivate students in an ongoing base
- Add study skills, time management and emotional intelligence content
Strategies For Building Resilience

• Making connections and building your social support network.
• Avoiding the tendency to view crises as insurmountable challenges.
• Accepting that change is a natural and unavoidable part of life.
• Moving towards your (realistic) goals.
• Taking decisive actions that will help you face your challenges.
• Looking for opportunities for self-discovery.
• Nurturing a positive view of yourself and your abilities.
• Keeping things in perspective and in context.
• Maintaining a hopeful outlook on life.
• Taking care of yourself (APA, “10 Ways”).

Integrating Resilience and Wellness into Online Courses

Go to: https://goo.gl/4gPzAZ
Stress Management Strategies For Online Students

- Self-awareness and a positive outlook
- Self-efficacy and having goals and aspirations
- The capacity to make realistic plans and take steps to carry them out
- A positive view of yourself and confidence in your strengths and abilities
- Skills in communication and problem solving
- The capacity to manage strong feelings and impulses
- Ability to maintain a balance between independence and dependence on others
## A Personalized Action Plan

<table>
<thead>
<tr>
<th>What behaviors will I use to build my resilience?</th>
<th>Keep Doing</th>
<th>Start Doing Do More</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Psychological</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Think and do things to boost my confidence and self-belief.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Think in optimistic ways and change pessimistic thoughts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Practice mindfulness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Use active problem-solving behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Identify my feelings and share my feelings with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Persist in my efforts, even when encountering difficulty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Accept uncertainty and ambiguity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Use re-labeling to help mentally cope with difficulties.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Use physical activity to work-off intense emotions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Reach out to people and groups who provide positive support:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional, informational and/or hands-on-help.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Participate in groups that offer support: In-person groups, online or telephone support groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Try to imitate the lives and actions of inspiring individuals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Enjoy fun activities, hobbies, and socializing with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Take time-off from doing work of any kind, and time to be alone.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Take Away: Promote Resilience in Our Students

• Provide caring and support
• Build positive relationships
• Identify students’ feelings and develop empathy
• Teach social and emotional skills
• Foster positive emotions
• Identify student strengths
• Build a sense of meaning and purpose
• Set and communicate high expectations
• Provide opportunities for meaningful participation
MY ACTION PLAN

Using the concepts from this workshop session and your own knowledge as a faculty instructor/other professional, answer the following questions first, and then share your answers with the rest of the group.

* Required

Email address *

---

Cannot pre-fill email address.

1) What are the 3 most interesting facts you learned about building resiliency in learners?

Your answer

2) How could you help your students and others be resilient?

Your answer

Go to: https://goo.gl/p28nYr
“As teachers there is much we can do to promote resilience in our students that will contribute to better outcomes academically, socially, and emotionally.” Thehighlyeffectiveteacher.com
Session Evaluations & Drawing

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

Five (5) $25 gift cards will be awarded to five (5) individuals
Must submit evals using the OLC Conferences mobile app or website
References


