11-20-2018

Resilience interventions in higher education: surveying the research landscape

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Welcome! Please describe in one word how you are feeling right now.

Total Results

Presenters

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The UW Resilience Lab
Building Strength for the Road Ahead

The UWRL endeavors to bring the UW community into connection with one another through programming that normalizes the wide-ranging experiences of hardship, failures, and setbacks our community members face through the cultivation of kindness, compassion, and gratitude toward each other and ourselves.

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Mindfulness Practice: Three Breaths

1. Attention to Breath

2. Relax Body

3. Ask: What is Important Now?

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Learning Objectives

1. Describe scoping review purpose, objectives, and methods

2. Describe key findings on range and nature of resilience programming for college students

3. Explore current resilience programming and research among session participants' home institutions

4. Identify next steps for resilience research and evidence-based programming

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Bridging the Gap!

Background:
The Resilience Trajectory & Higher Education

The Resilience Trajectory

Evolving Conceptualizations of Resilience:

Trait (Kirkwood, 2010; Rutter, 2007)

Fixed Internal

Characteristic (Conner Davidson, 2002)

Dynamic internal

Process (Windle, 2011; Hjemdal, 2006)

Dynamic experience of internal and external assets and resources

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Resilience Programming in Higher Education

Expansion of Resilience in Higher Education

- Curricular spaces

- Co-curricular programs

- Centers / Labs / Projects aimed at student well-being

  - Growing response to a growing student need

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Scoping Review Fundamentals:
The Whats and Whys

What is a Scoping Review?

"A form of knowledge synthesis that addresses an exploratory research question aimed at mapping key concepts, types of evidence, and gaps in research related to a defined field by systematically searching, selecting, and synthesizing existing knowledge."

(Colquhoun et al., 2014)

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What Can a Scoping Review Accomplish?

- Map the "lay of the land" in an emerging field that is complex and/or has never been comprehensively reviewed

- Identify gaps in the literature

- Determine the feasibility and relevance of undertaking a full systematic review

- Synthesize and disseminate research evidence to inform practice, programs, and policy, and provide direction to guide future research priorities

(Arksey & O'Malley, 2003; Colqhoun et al., 2014)

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Why a Scoping Review of Resilience Programming in Higher Education?

Resilience interventions within higher education is an **emerging field** that **has not been comprehensively reviewed in the published literature**. We thus identified it as an **appropriate and important scoping review target** and began this review in March 2018.

Study Aims

1. To map current research landscape of resilience programming for students in higher education settings

2. To synthesize current research findings to inform current program development and direct future research

Scoping Review Methods

Methods Overview

Methods based on scoping review framework developed by Arskey & O'Malley (2005) and revised by Levac, Colquhoun, & O'Brien(2010) and Colquhoun et al. (2014)

Search Strategy Overview

- Published academic literature searched via EBSCO platform databases available via UW Libraries

- Broad keyword search

- Publications inclusive of:
  - Peer-Reviewed Manuscripts
  - Dissertations

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Inclusion Criteria

- Intervention studies implemented in higher education setting
- Resilience explicitly named as intervention/program target
- Higher ed students as target population
- Resilience explicitly measured or examined (qualitative or quantitative)

Inclusion Criteria

- Intervention targeted human psychological resilience:

> "The capacity for adaptation and bouncing back from adversity and/or stress" (Windle, 2011)

Exclusion Criteria

- Study examined systems resilience or environmental resilience
- Resilience not explicitly named as intervention/program target
- Resilience targeted but not measured

Search Strategy Flowchart

Keyword Search: (resilient OR resilience OR resiliency) AND (intervention OR program OR curriculum OR policy) AND ("university students" OR "college students" OR "higher education") in CINAHL, Academic Search Complete, Education Source, ERIC, MEDLINE, PsycINFO, Social Work Abstracts

n=1123

Titles/Abstracts examined against screening criteria

n=70

Full-text publications examined against full battery inclusion criteria

n=25

Publications included in final review

Results

Data Extraction Table

- **Top 14 papers on your chart represent the sub-universe of studies that isolated resilience & report significant findings**

- Next 5 isolate resilience, but do not report statistically significant increases in resilience

- Last 6 do not isolate the construct of resilience but do evaluate resilience in their paper

Key Components of Data Extraction

- Paper type
- Country of Origin
- Program Target Population (Universal/Selective)
- Program Format (Curricular/Co-Curricular)
- Program Duration

- Resilience Conceptualization
- Resilience Outcome Measure
- Study Design
- Resilience Construct Isolated or Composite
- Main Finding

Results

Paper Types
- Book Chapter: 1
- Dissertation: 7
- Peer Reviewed Article: 17

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Results

United States (13), New Zealand (1), United Kingdom (1), Canada (1), Iran (1), Australia (1), India (1), Israel (1), Ireland (1), China (2), Japan (1), undeterminable (1)
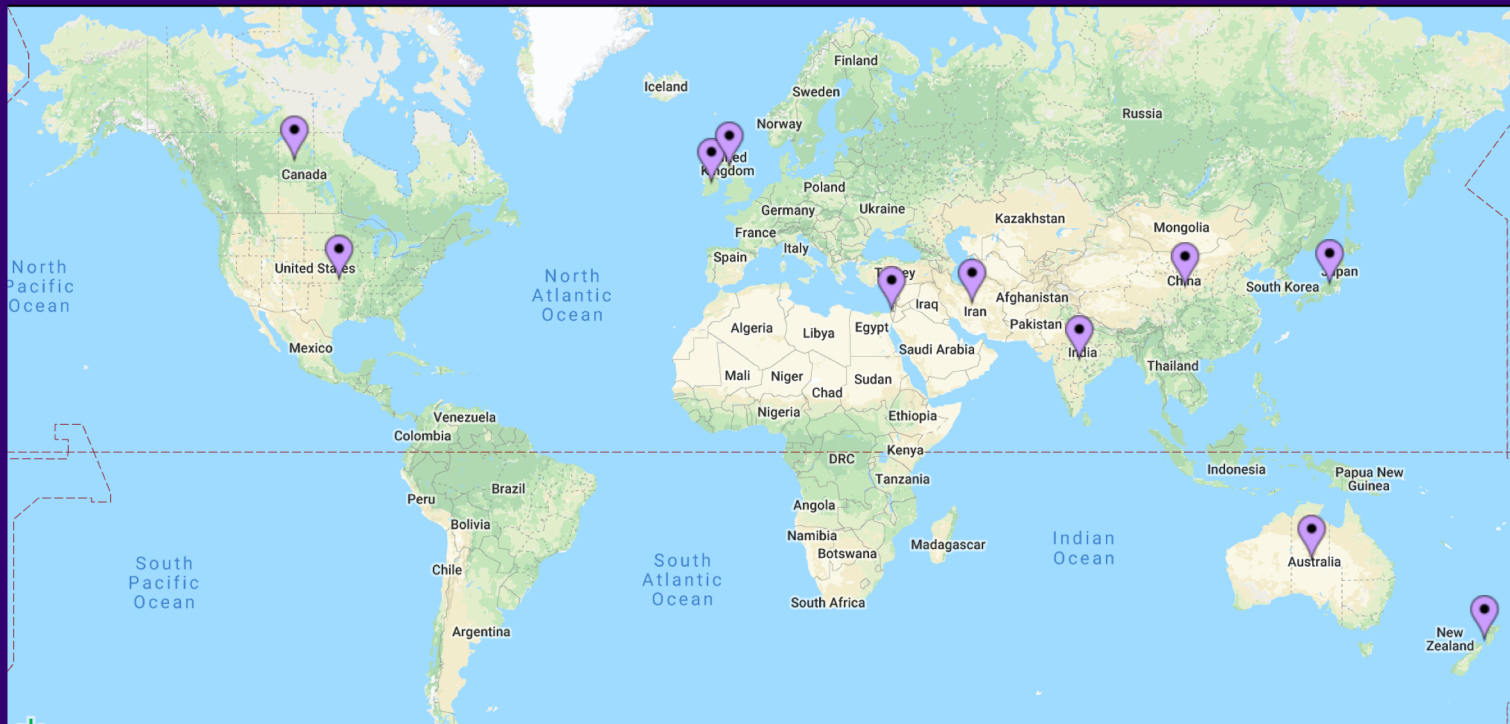
Results

Population Focus:
- Undergraduates: 20
- Graduate Students: 2
- Mixed Grads and Undergrads: 2
- Unclear Target Population:1

Results

Format of Intervention:

- Curricular: 11
- Co-Curricular: 14

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OMG – Lots of variety…

Range of Resilience Language

Results

- Curricular interventions were longer on average than co-curricular interventions / program
- No clear pattern of significance of impact by duration of intervention / program
- Density vs. spread over time

Duration	# Studies
0-3 Hours	6
4-10 Hours	5
11-20 Hours	8
21-40 Hours	3
40+ Hours	3

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Results

Resilience Conceptualization:

- Trait: 0

- Characteristic: 11

- Process: 14

Results

Study Designs	
Experimental Design with Randomization (RCT)	6
Quasi-Experimental or Mixed Methods	17
Action Research	1
Qualitative	1

Results

Target Population:
- Universal: 11
- Selective:14

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Selective Populations

Target Population by Intervention Type

Selective
→ Curricular - 6
→ Co-Curricular - 8

Universal
→ Curricular - 5
→ Co-Curricular - 6

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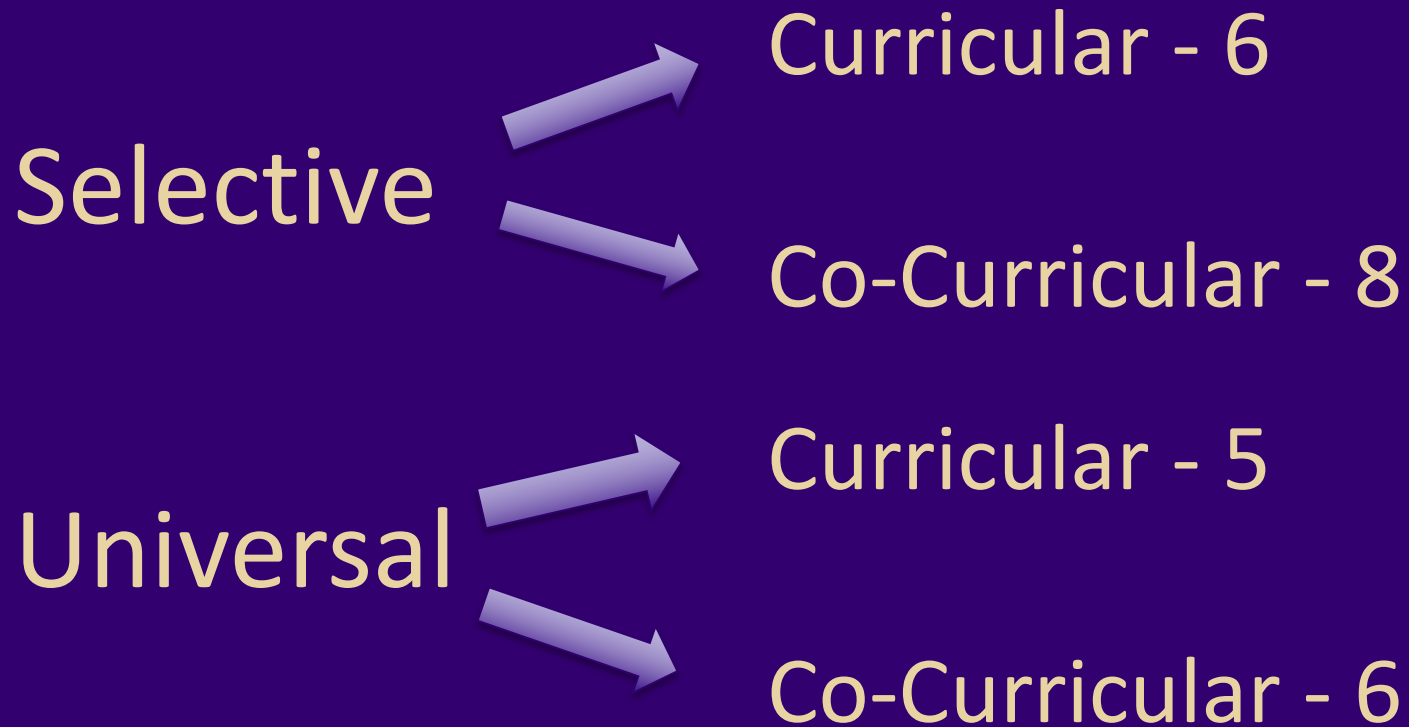
Zooming in on Resilience

Only **19** of 25 studies isolated the construct of resilience and measured it quantitatively

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The Sub-Universe of What Worked

Of the 19 studies that isolated and measured resilience, **14** reported statistically significant increases in resilience post intervention

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The Sub-Universe of What Worked

- Range of Institutions
  - Small, mid-sized, large institutions
  - Public and private
  - Faith-based, career colleges
- Equal representation of curricular and co-curricular
- Representation of universal and selective populations (64% selective)
- Positive psychology frameworks heavily represented

The Sub-Universe of What Worked

- Two of three 40+ hour interventions included
- Tech-centric (DVD, online, text-based) represented
- Intervention delivery by undergraduate and graduate students, non-clinicians, and clinicians
- **100% (5 of 5) interventions for 1st year students included here**

Findings – what didn't work?

Five studies did not show significant improvement in resilience

- Flett et al. (1-week coloring)

- Houston et al. (Three 45-minute manualized resilience and coping group sessions)

- Mehr-Muska & Walsh (Weekend interfaith retreat)

- Pines (Two semester curricular intervention)

- Yamaji (8-week somatic psychoeducation program)

Findings – what didn't work?

Four studies did not show significant improvement in resilience, but positively moved the dial in other constructs:

- depressive symptoms & anxiety

- student stress

- pliability & positivity

- somatic awareness

Implications for Program Development & Future Research

From the Universe of "What Worked"

- Simple can be effective
  - Brief interventions
  - Implementation by non-clinicians or peers
  - Tech-centric interventions online or text-based mediums
- Effective interventions can be implemented in a range of institutions with a range of target populations
- Curricular and co-curricular programs for undergraduates move the resilience dial
  - Less is known about graduate students

Implications for Future Research

-Long-term follow up data needed

-More studies on graduate and selective populations needed

-Systematic review is an appropriate next step to synthesize current literature

-Consider the current theoretical conceptualization of resilience as "process" versus "characteristic" and how to reflect this in measurement

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Implications for Current Programming

- Don't let limited resources stop you!

  -Consider multiple implementation mediums

  -Do what is feasible for your institution

- Consider universal and selective student populations

- Consider curricular and co-curricular programming opportunities

- Resilience programming can be successfully implemented in YOUR unique institution!!

Applying our two days in Philadelphia

Goals for the following interaction:

- **Identify barriers to publishing**
- **Establish game plan for applying a research lens to your programs**
- **Chart your work institution's work!**
- **Learn from the wisdom in the room – who is doing what?**
- **Can we connect the dots and build some multi-institution studies?**

At your institution, what resilience interventions exist in co-curricular spaces?

Total Results

At your institution, what resilience interventions exist in curricular spaces?

Start the presentation to see live content. Still no live content? Install the app or get help at **PollEv.com/app**

Total Results

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