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## Resilience 101: A Resilience Education Intervention for College Freshmen

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# Resilience 101: A Resilience Education

## Intervention for College Freshman

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### Background

Among college students, 87% feel "overwhelmed", and 54% report anxiety, both of which affect academic performance.<sup>1</sup> The inability to manage academic demands can lead to depression and suicidal ideation.<sup>2,3</sup> Academic engagement, mental health and well-being, and academic achievement is connected to resilience.<sup>4,5</sup>

### Project Purpose

To evaluate a resilience training program intervention, Resilience 101, and its effectiveness in preventing mental health problems and supporting well-being for the freshmen's upcoming college years.

### Project Design

**Design:**  
Pretest and posttest design method; conducted at week 1 and week 13

**Setting and Sample:**  
Incoming freshmen students (N=132) at a public liberal arts university in the Southeastern United States

- Tools:**
- Conner- Davidson Resilience Scale
  - Perceived Stress Scale
  - Generalized Anxiety Disorder questionnaire
  - Knowledge quiz
  - Health Promoting Lifestyle Profile

**Intervention:**  
45-minute, on-line, synchronous sessions delivered once a week for five weeks

### Parametric Statistical Analysis: Dependent Samples t-test

- Q1: What effect did the intervention have on BSP students's resilience?
- Q2: What effect did the intervention have on BSP student's health promoting behaviors?

Q1 & Q2 NOT SUPPORTED

### Non-Parametric Statistical Analysis: Wilcoxon Signed-Ranks Test

- Q3: What effect did the intervention have on BSP student's perceived stress?
- Q4: What effect did the intervention have on BSP student's anxiety
- Q5: What effect did the intervention have on BSP student's knowledge of resilience, anxiety, stress, and health promoting lifestyles behaviors?

Q3 & Q4 NOT SUPPORTED  
Q5 SUPPORTED

### Conclusion

- The first semester of college is an important time to support students with resilience education intervention that may prevent mental health problems and support future well-being.
- Limitations include the small sample size and the selection of a specific population of college freshman reducing generalization.
- Future research may benefit from interventions offered to all freshmen with a longer follow-up period to have a better understanding of the intervention.

Variable	Mean (SD)	Poss. Range	P
Resilience Pre-Intervention	72.9 (14.3)	0-100	1.000
Resilience Post- Intervention	72.9 (12.5)	0-100	1.000
Healthy Lifestyle Behaviors Pre- Intervention	144.0 (24.5)	52-208	.912
Healthy Lifestyle Behaviors Post-Intervention	143.6 (22.5)	52-208	.912

Variable	Mean (SD)	Poss. Range	P
Perceived Stress Pre-Intervention	22.2 (4.0)	0-40	.149
Perceived Stress Post-intervention	22.8 (4.3)	0-40	.149
Anxiety Pre-Intervention	6.8 (5.6)	0-21	.848
Anxiety Post-Intervention	6.4 (5.1)	0-21	.848
Knowledge Pre-Intervention	9.9 (2.1)	0-15	.005
Knowledge Post-Intervention	10.9 (2.1)	0-15	.005

### REFERENCES

