



UNIVERSITY
OF APPLIED SCIENCES
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Promoting Well-Being through Resilience Self Assessment

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INTRODUCTION

“When health is absent, wisdom cannot reveal itself, art cannot manifest, strength cannot fight, wealth becomes useless, and intelligence cannot be applied.”

Herophilus





Well-Being and Mental Health at University

“State of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.” (World Health Organization, 2018)

- Students perceived stress increasing for many years (Grützmacher et al., 2018)
- High prevalence of mental health problems among students (Sheldon et al., 2021)
- Negative relation between lack of school-(work-)life balance and students' perceived stress, general anxiety, and depressive symptoms (Sprung, & Rogers, 2021)
- Resilience as a key competence for students (Hofmann et al., 2020)





“The greatest glory in living lies not in never falling, but in rising every time we fall.”



Nelson Mandela





Resilience

“Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands.” (American Psychological Association, n.d.)

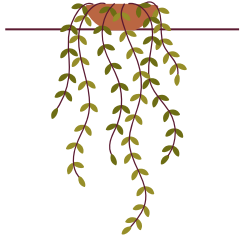
- Maintaining perspective, staying healthy and developing support networks as key attributes (Holdsworth et al., 2018)
- Important predictors for resilience in university context:
Procrastination, Self-compassion, Mindfulness, Belongingness
(Egan et al., 2021)





SELF-ASSESSMENT





**Complete the
self-assessment
& give us feedback**

25 Minutes

German



English



English: https://ex9937.customervoice360.com/uc/self-assessment/?a=en_GB

German: https://ex9937.customervoice360.com/uc/self-assessment/?a=de_DE



Constructs used in our Self-Assessment





Procrastination



<https://www.youtube.com/watch?v=xTEPNxx0MsA>



Procrastination



= Particular, harmful kind of delay

- Voluntary
- Unnecessary
- Involves an important task one intended to complete
- Non-completion results in negative consequences
(Sirois, 2022)

Why do we procrastinate?

- Form of self-regulation failure
- Facilitates short-term mood repair and emotion regulation
- Temporal views of the self – future vs. present self
(Sirois & Pychyl, 2013)





Procrastination

- Students who displayed higher levels of procrastination received lower overall academic marks (Egan et al., 2022)
- Self-efficacy and psychological resiliency negatively predict academic procrastination in students (Soltani et al., 2017)
- Higher resilience = lower frequency of procrastination behavior (Ko & Chang, 2019)
- For procrastinators, low mindfulness is a risk factor for low well-being (Sirois & Tosti, 2012)
- Self-compassion may mediate the relationship between procrastination and stress (Sirois, 2014)



Procrastination - What to do about it?



<https://www.youtube.com/watch?v=irp5ghCVNAM>





Self-Compassion

- **Self-Kindness**
"being kind and understanding toward oneself in instances of pain or failure rather than being harshly self-critical"
- **Common Humanity**
"perceiving one's experiences as part of the larger human experience rather than seeing them as separating and isolating"
- **Mindfulness**
"holding painful thoughts and feelings in balanced awareness rather than over-identifying with them"

→ Ability to forgive own faults and weaknesses without denying them

(Neff, 2003)





Self-Compassion

- Self-compassion is associated with resilience (Bluth et al., 2018)
- Self-compassion interventions strengthen resilience in adolescents (Bluth et al., 2018)
- Improves emotional well-being (Bluth et al., 2018)
- More self-compassion → higher cognitive, psychological, and affective well-being (Zessin et al., 2015)
- Self-compassion mindset affects academic achievement through anxiety (Zhang et al., 2021)



Tender Self-Compassion Break

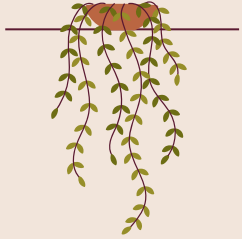
Guided Practices with Dr. Kristin Neff:

<https://self-compassion.org>



<https://self-compassion.org/wp-content/uploads/2021/05/Protective-SC-Break.mp3>





“If you want a relaxed body, you can do it by relaxing your mind. If you want a relaxed mind, relax your body.”

Jay Winner





Mindfulness

Mental state consciously focusing on the present moment while calmly noticing and accepting feelings, thoughts and physical sensations

→ **Being fully present, not forcing or hiding from anything**

Mindfulness can be divided into different facets:

- Observing feelings and thoughts
- Describing feelings and thoughts
- Acting with awareness
- Accepting feelings and thoughts without judgment
- Allowing feelings and thoughts without having to react to them

(e.g., Baer et al., 2006; Burzler et al., 2019)





Mindfulness

Cognitive, social and emotional benefits:

- More flexibility in adapting to situations (Silberstein et al., 2012)
- Making better decisions (Silberstein et al., 2012; Karelaiia & Reb, 2015)
- Positive relationship with resilience in students (Pidgeon & Keye, 2014; Liu et al. 2022)
- Mindfulness-based interventions increase resilience to stress (Galante et al., 2017) and help foster well-being and self-efficacy among teachers (Meiklejohn et al., 2012)
- Mindfulness and resilience are important predictors for psychological well-being (Pidgeon & Keye, 2014)
- ...





Raisin Meditation



Example of Mindfulness-Based Stress Reduction

1. Holding
2. Seeing
3. Touching
4. Smelling
5. Placing
6. Tasting
7. Swallowing
8. Following



Full instructions:

https://ggia.berkeley.edu/index.php/practice/raisin_meditation



Belongingness

"Subjective feeling of being respected, accepted, included, and supported by other people in the school's social environment" (Goodenow, 1993)

- Social connection is a basic human need (e.g., Ryan & Deci, 2000; Maslow, 1943)
 - Social support correlates with well-being (Chu et al., 2010)
 - Feeling excluded is very unpleasant (e.g., Bastian & Haslam, 2010; Sjøstad et al., 2021)
- Positive social relationships promote intrinsic motivation (Ryan & Deci, 2000)
- Intrinsic motivation is important to performance both in work (e.g., Deci et al., 2017) and academic (e.g., Guay et al., 2008) settings





Belongingness



- College belongingness is important to foster students' psychological health and well-being at university (Arslan, 2021)
- Feelings of social exclusion reduce well-being (Grüttner, 2019)
- Belonging can function as a social resource of resilience (Grüttner, 2019)
- Inclusion support programmes led to higher student success / resilience (Fehervari & Varga, 2023)
- Sense of belongingness substantially enhances average grade (Glass & Westmont, 2013)



Discussion

Questions, feedback and reflection on our self-assessment!





THANKS!

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