**Academic Advising for High Achieving Students: Strategies that Foster Resilience**

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**Overview**

In Spring 2014, Kerry Thomas and Nova Schauss (Oregon State University) were awarded “Best in Region” for their presentation, *Advising Students on Developing Resiliency as a Strategy for Academic Success*, at the NACADA Region 8 Conference. That October, at the NACADA Annual Conference in Minneapolis, Kerry and Nova were the conference “top draw” with over 500 attendees at their session. Attendees gave the presentation a perfect evaluation score, praising them as *engaging, inspirational*, and *motivating*. Among the attendees was Advising High Achieving Students Commission Chair Melissa Johnson, who immediately began the conversation about ways to bring this much-needed information to a wider audience. In Spring 2015, Kerry and Nova presented *Advising Students on Developing Resiliency* as a pre-conference workshop for the Region 8 Conference and wrote “The ‘F’ Word: Why Teaching Resiliency is Critical” [http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/The-%E2%80%98F%E2%80%99-Word-Why-Teaching-Resiliency-is-Critical.aspX](http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/The-%E2%80%98F%E2%80%99-Word-Why-Teaching-Resiliency-is-Critical.aspX) for the June edition of *Academic Advising Today*.

On November 5, 2015, Melissa Johnson will be delighted to introduce Kerry and Nova to viewers in the Webinar format. Inspired by the work of Brené Brown, Martin Seligman, Carol Dweck, and William Sedlacek, Kerry and Nova will ask us to consider how often we meet with students who share deep concerns or struggles during an advising appointment. Have you ever wondered how, as academic advisors, we can help them navigate these trying times, take ownership over what they can change, and reframe the way they look at what they cannot change? In this Web Event, sponsored by NACADA’s [Advising High Achieving Students Commission](http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/The-%E2%80%98F%E2%80%99-Word-Why-Teaching-Resiliency-is-Critical.aspX), Kerry and Nova will share strategies, curriculum, language, and the latest research that will assist you in guiding students through challenges. Although there may be particular relevance to high achieving students, viewers will find that these strategies have broad applicability to many student populations.
Areas of Current & Emerging Research

Resiliency
What are the characteristics of a resilient person?
1. They are resourceful and have good problem-solving skills.
2. They are more likely to seek help.
3. They hold the belief that they can do something that will help them to manage their feelings and to cope.
4. They have social support available to them.
5. They are connected with others, such as family or friends.


“Resilience is often a slow unfolding of understanding.” (Brown, pg. 45)

How does this sound in an advising appointment?
“I found out that I am not going to have the grades to get into pro-school for my major, but I processed this with my parents and discussed other possible majors and I want to talk with you about my options.”

Protective Factors
“How exactly does a student become more resilient? And how can schools most effectively capitalize on their power to promote resilience? The short answer is a student’s resilience is fostered when his or her internal and environmental protective factors are strengthened. These protective factors can buffer, ameliorate, and mitigate the effects of risk and stress, propelling the student to academic and life success.”

(http://www.ascd.org/publications/educational-leadership/sept13/vol71/num01/Havens-of-Resilience.aspx)

The Resiliency Wheel
Nan Henderson’s Protective Factors can be developed or fostered by educators or advisors. These six factors help to promote resiliency in students’ lives.
Caring and support is highlighted because it is the single most important protective factor.
Flourishing
“The people who work in positive psychology are the people with the highest well-being I have ever known. The content itself—happiness, flow, meaning, love, gratitude, accomplishment, growth, better relationships—constitutes human flourishing. Learning that you can have more of these things is life changing.” (Seligman, pg. 2)
“To flourish, an individual must have all of the ‘core features’ and three of the six ‘additional features.’” (Seligman, pg. 26)

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<thead>
<tr>
<th>Core Features</th>
<th>Additional Features</th>
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<tbody>
<tr>
<td>Positive Emotions</td>
<td>Self-esteem</td>
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<td>Engagement, Interest Meaning, Purpose</td>
<td>Optimism</td>
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<td>Resilience</td>
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<td>Self-Determination</td>
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<td>Positive relationships</td>
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Thriving
“Thriving college students not only are academically successful, they also experience a sense of community and a level of psychological well-being that contributes to their persistence to graduation and allows them to gain maximum benefit from being in college.” (www.thrivingincollege.org)

How does it sound in an advising appointment?
“I’ve decided to run for a student government position. I think I’m ready to take on the challenge. I think it’ll help me connect with different groups of people on campus, and get to know areas of the university outside of my major.”

Fixed vs. Growth Mindset
The Fixed Mindset: “Believing that your qualities are carved in stone.” (Dweck, pg.6)
The Growth Mindset: “…The belief that your basic qualities are things you can cultivate through your efforts...Everyone can change and grow through application and experience.” (Dweck, pg. 7)

How does it sound in an advising appointment?
“I can’t understand my chemistry professor. I was always really good at chemistry in high school, but it just isn’t clicking anymore. I think I’m going to withdraw from the class, as I’m pretty sure I’m going to fail anyway.” (Fixed Mindset)

“My chemistry class is really challenging. The subject always came easily to me in high school, but now it’s requiring a lot more time to grasp the concepts. It won’t be an easy class to pass, but I know I can do well if I increase my studying, use professor office hours and stay on top of the work.” (Growth Mindset)

Grit
“Grit is the tendency to sustain interest in and effort toward very long-term goals.”
(https://sites.sas.upenn.edu/duckworth)

How does it sound in an advising appointment?
“The engineering curriculum is a lot more challenging than I expected. But, I’m going to take it one term at a time and stick with it. I know that engineering is the best field for me, and I’m committed to earning my engineering degree.”
References:


Resources:
Media Clips
Positive Psychology- Dr. Martin Seligman TEDTalk
http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology
Flourishing- Dr. Martin Seligman, mini lecture
https://www.youtube.com/watch?v=weVPtrXMMx8
Mindset– Eduardo Briceno TEDTalk
http://www.youtube.com/watch?v=pN34FNBOKXc
Grit & Growth Mindest- Dr. Angela Duckworth TEDTalk (used in presentation)
http://www.pbs.org/wnet/ted-talks-education/speaker/dr-angela-lee-duckworth/
Empathy- Brene Brown (used in presentation)
http://brenebrown.com/2013/12/10/rsabear/
Famous Failures
http://www.youtube.com/watch?v=LYECiJmnnQs
Brain-Based Learning Model: Neuroplasticity- Dr. Don Elger
http://www.youtube.com/watch?v=VvZ-9ofM7Go
A Study on Praise & Mindset, with Dr. Carol Dweck- Trevor Ragan
https://www.youtube.com/watch?v=NWv1VdDeoRY
The Learning Brain- The Learning Pod
https://www.youtube.com/watch?v=cgLkV689s4
Your Brain on Stress & Anxiety- Dr. John Kenworthy
https://www.youtube.com/watch?v=gmwiJ6ghLIU
Your Body Language Shapes Who You Are- Dr. Amy Cuddy
https://www.youtube.com/watch?v=Ks_Mh1QhMc
Rethinking Failure
http://www.upworthy.com/a-beautifully-refreshing-perspective-on-failure

Articles and Websites
Authentic Happiness Website
http://www.authentichappiness.sas.upenn.edu/Default.aspx
http://www.lifehack.org/articles/lifehack/5-great-questions-to-ask-yourself-after-a-failure.htm
NPR: Does Teaching Kids to Get ‘Gritty’ Help Them Get Ahead?
Henderson, N. http://www.resiliency.com/
Resilience Project, Stanford University. https://undergrad.stanford.edu/resilience
Your Amazing Brain
http://www.youramazingbrain.org/brainchanges/stressbrain.htm
The Body Soul Connection: 5 Minute Stress Mastery
http://www.thebodysoulconnection.com/EducationCenter/fight.html
Purdue University: Cognition & Learning Lab
http://learninglab.psych.purdue.edu/news/
Will That Be On the Test?
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Advising High Achieving Students on Fostering Strategies for Resilience

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✓ Research
✓ Resources
✓ Application
Cognitive Factors
• IQ
• GPA
• Test Scores

Non-Cognitive Factors
• Positive self-concept
• Realistic self-appraisal
• Understand & deal with racism
• Prefers long vs. short range goals
• Supportive people in their lives
• Successful leadership experience
• Community Service
• Knowledge acquired in a field
  Sedlacek, 1987
Resources

Resiliency: Brene Brown

Protective Factors:
Nan Henderson
Flourish: Martin Seligman

Oct 22, 2015

Flourish
MARTIN SELIGMAN
AUTHENTIC HAPPINESS

Flourish: Martin Seligman

Thriving: Laurie Schreiner

Mindset – Fixed vs. Growth: Carol Dweck
Article: Five Questions to Ask Yourself After a Failure

1. What can I learn from this?
2. What could I have done differently?
3. Do I need to acquire or improve some skills?
4. Who can I learn from?
5. What will I do next?

Paul Sloan
http://www.lifehack.org/articles/lifehack/5-great-questions-to-ask-yourself-after-a-failure.html

Curriculum: Wellness Wheel

Resiliency Development: Not only for your students

- Strengthen advising abilities
- Advisor-advisee relationships
- Appropriate self-disclosure
Empathy: Brene Brown

Reflection:
What feelings or thoughts am I experiencing?
Why are they most pronounced?
How do they impact my work?

Do I want to make any changes to my professional/advising practice?

What will be the most challenging first step?

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