



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>] 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 Brene 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](#), 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.

Brown, B. (2010). *The Gifts of Imperfection*. Ch. 3: Pp. 63-75. Center City: Hazelden.

“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)

Core Features	Additional Features
Positive Emotions	Self-esteem
Engagement, Interest	Optimism
Meaning, Purpose	Resilience
	Vitality
	Self-Determination
	Positive relationships

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:

Brown. B. (2010). *The Gifts of Imperfection*. Center City: Hazelden.

Davidson, C. N. (2011). *Now you see it: How the brain science of attention will transform the way we live, work and learn*. Penguin Books: New York, NY.

Duckworth, A.L. <https://sites.sas.upenn.edu/duckworth>. Retrieved: March 14, 2014.

Dweck, C.S. (2008). *Mindset: The new psychology of success*. Ballantine Books: New York.

Elmore, T. (2013). *Habitudes: Images that form leadership habits & attitudes*. Poet Gardner Publishers: Atlanta, Georgia.

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Medina, J. (2008). *Brain rules: 12 principles for surviving and thriving in work, home and school*. Pear Press: Seattle, WA.

Schreiner.L. <http://www.thrivingincollege.org/>. Retrieved: March 14, 2014.

Sedlacek, W. E. (1987). Prediction of college graduation using noncognitive variables by race. *Measurement and Evaluation in Counseling and Development*, 19, 177-184.

Seligman, M. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press: New York.

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 Mindset- 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=zLYECljmnQs>

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=cgLYkV689s4>

Your Brain on Stress & Anxiety- Dr. John Kenworthy

<https://www.youtube.com/watch?v=gmwiJ6ghLIM>

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>

Sloane, P. (2011). 5 Great Questions to Ask Yourself After a Failure.

<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?

<http://www.npr.org/2014/03/17/290089998/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>

Rich, A. (1977). "Claiming an Education." Speech Delivered at the Convocation of Douglass College, 1977.

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?

<http://www.psychologicalscience.org/index.php/publications/observer/2008/november-08/will-that-be-on-the-test.html>

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Advising High Achieving Students on Fostering Strategies for Resilience

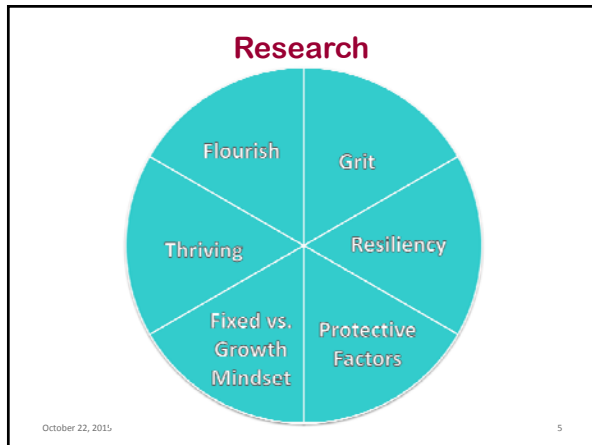
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Cognitive Factors

- IQ
- GPA
- Test Scores



VS.

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

October 22, 2015

Resources



7

Resiliency: Brene Brown



October 22, 2015

8


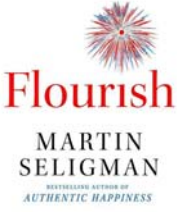
Protective Factors: Nan Henderson



9

Flourish: Martin Seligman

A Visionary New Understanding
of Happiness and Well-being



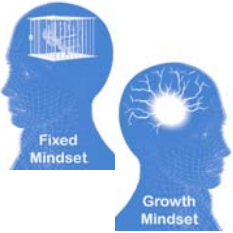
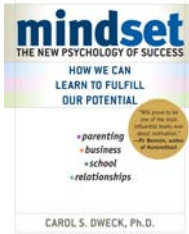
October 22, 2015 10

Thriving: Laurie Schreiner




11

Mindset – Fixed vs. Growth: Carol Dweck



12

Grit: Angela Duckworth



October 22, 2015 13

Application



14



15

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.htm>

16

Curriculum: Wellness Wheel



October 22, 2015

17

Resiliency Development: Not only for your students

- Strengthen advising abilities
- Advisor-advisee relationships
- Appropriate self-disclosure



18

Empathy: Brene Brown



19

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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