

Office of University Life

ON CAMPUS

INCLUSION & DIVERSITY

HEALTH & WELLNESS

FOLLOW COLUMBIA

ARTS & ENTERTAINMENT

SCHOOL DIRECTORY

NEW YORK, NEW YORK

Student Life

Community Citizenship

INITIATIVES

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Intellectual Life

CENTERS & INSTITUTES

IDEAS & ACTION



Welcome to In Session: The University Life Professional Development Series

Supporting Student Resilience

Panelists:

Claire Haiman, PsyD

Eugenia Cherkasskaya, PhD

Judy Wolfe, EdD

Joshua Edwin, MFA

Resilience



Window of Tolerance

Hyper-Arousal

Emotional overwhelm, panic, feeling unsafe, angry, racing thoughts, anxiety, etc.

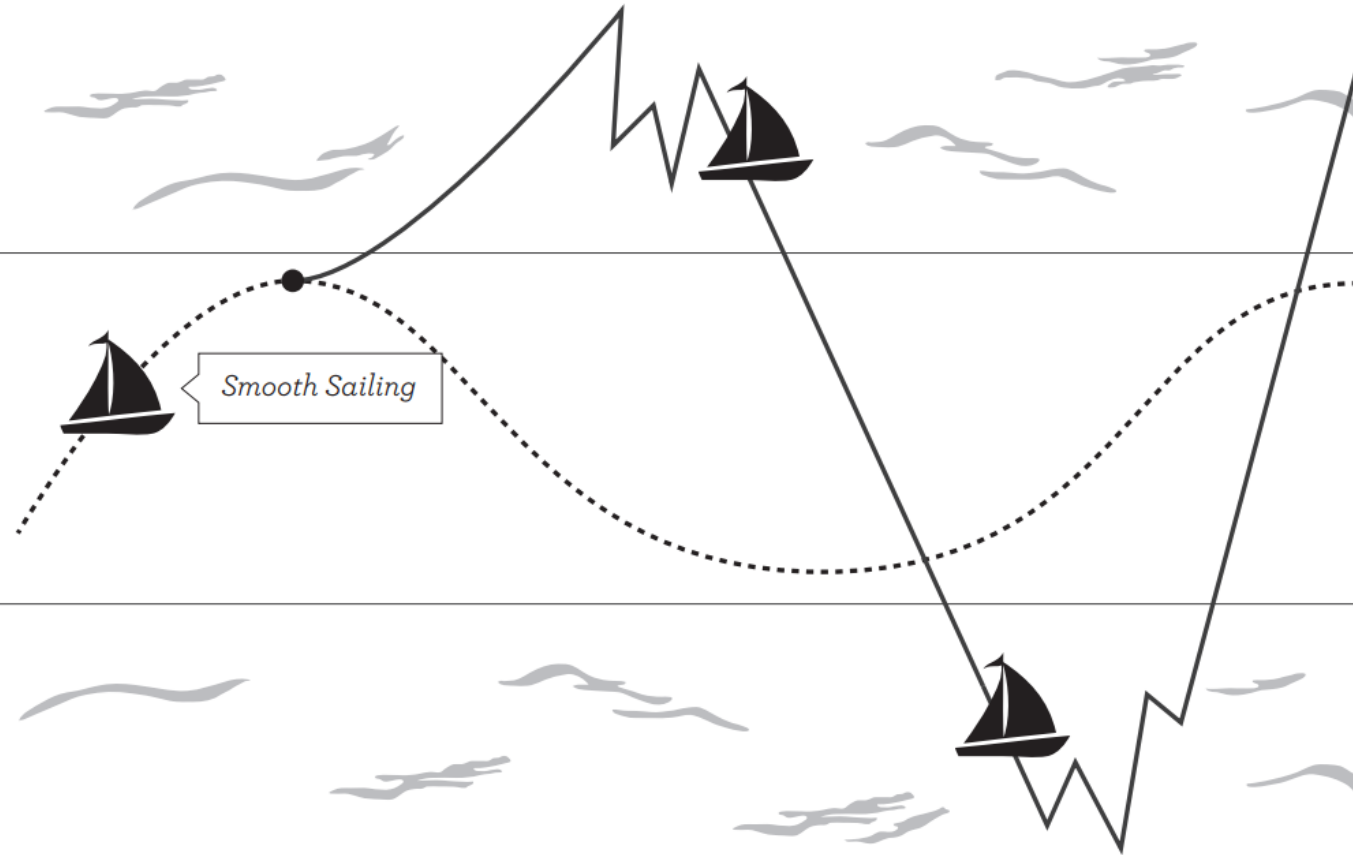
Window of Tolerance

OPTIMAL AROUSAL ZONE

Carrying on with daily life in the river of well-being

Hypo-Arousal

Numb, no feelings or energy, can't think, shut down, ashamed, disconnected, depression, etc.



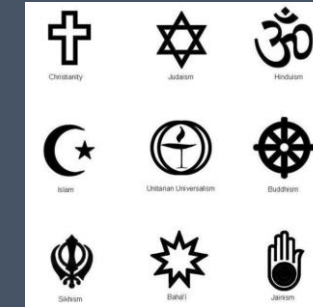
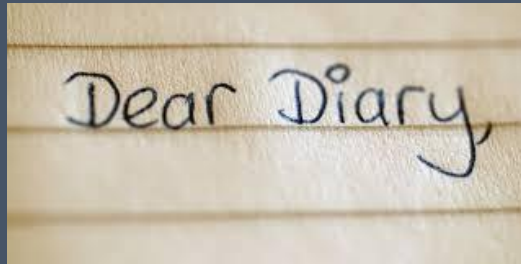
Fight or Flight



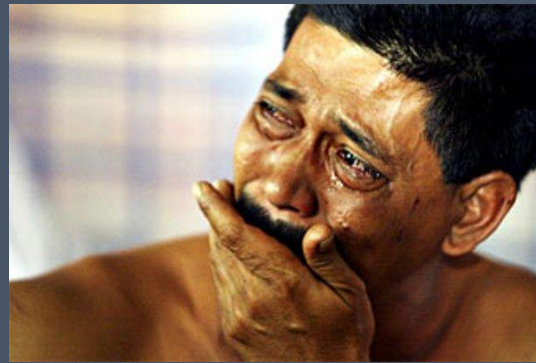
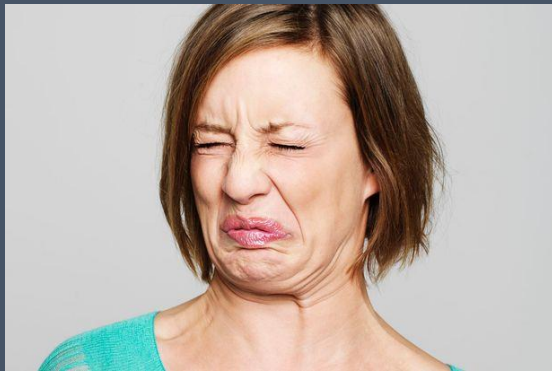
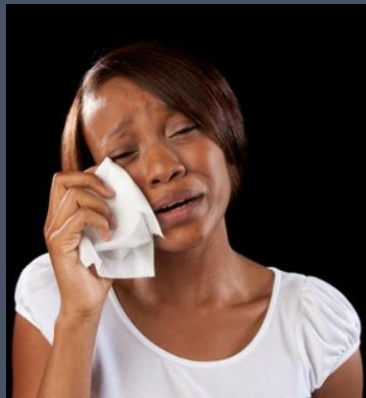
Freeze



What Helps You Bounce Back?



Goals: All the Feelings





In Session Panel: Resilience

Eugenia Cherkasskaya, PhD

Counseling and Psychological Services, Columbia Health

- *“Humans are endowed with great potential to weather adversity and to change or adapt when necessary, but they need basic social and material resources to do so. One of the most important ways to foster resilience is to promote healthy family and **community** environments that allow the individual's natural protective systems to develop and operate effectively.”*

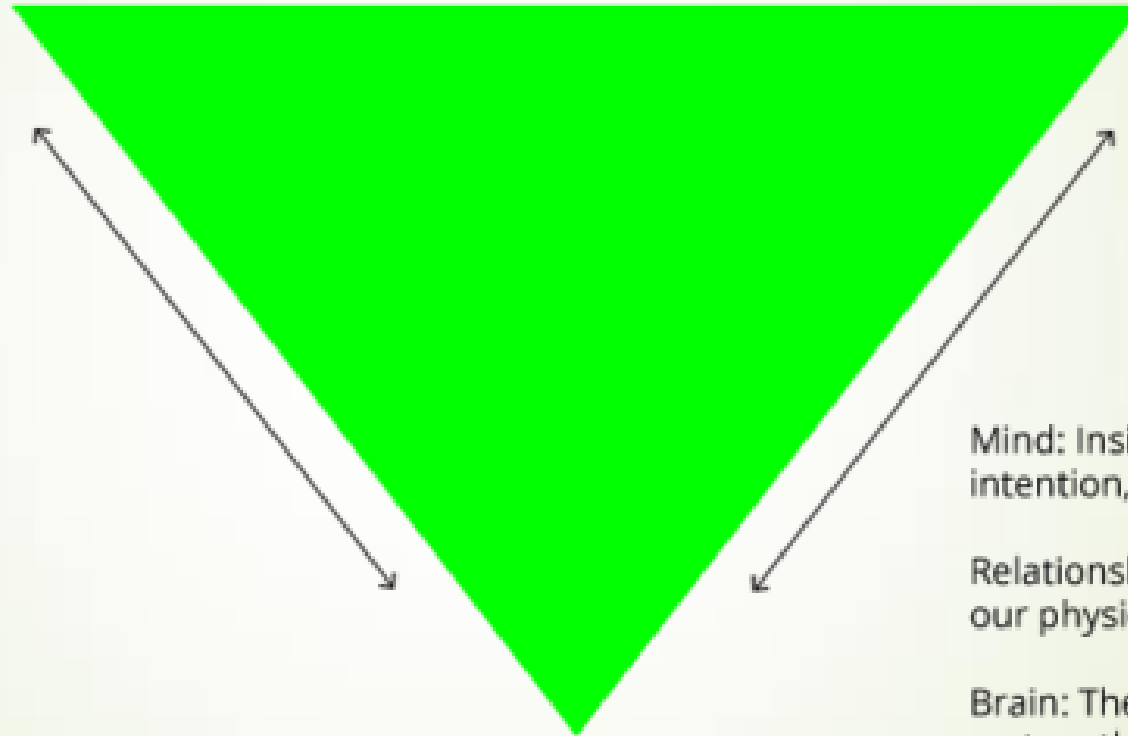
(Southwick, S. M., Bonanno, G. A., Masten, A. S., Panter-Brick, C., & Yehuda, R., 2014)



Triangle of Well-Being/ Resilience

Mind

Brain



Relationships

Mind: Insight, awareness, intention, and focused attention

Relationship: Attachments impact our physical brain structure

Brain: The extended nervous system throughout our body

Mutidimensional Model of Resilience

General Factors	Relationship Factors	Community Factors	Cultural Factors	Physical Ecology Factors
• Assertiveness • self-efficacy • self-awareness • sense of humor • positive outlook • empathy • aspirations • ability to problem solve • Tolerate uncertainty • balance between independence & dependence	• healthy attachment relationship & good caregiving • social competence • positive mentor & role models • perceived social support • peer group acceptance	• safety & security • perceived social equity • education access • work opportunities • government provision for safety, recreation, housing, and jobs	• Cultural/spiritual identification • being culturally grounded • having a life philosophy • tolerance for difference • adequate management of cultural dislocation and a change or shift in values	• access to a healthy environment • security in one's community • access to recreational spaces • sustainable resources • ecological diversity

ANGELS IN THE NURSERY: THE INTERGENERATIONAL TRANSMISSION OF BENEVOLENT PARENTAL INFLUENCES (COMPLETE ARTICLE)

April 17, 2014 By admin



ALICIA F. LIEBERMAN, ELENA PADRO' N, PATRICIA VAN HORN, AND WILLIAM W. HARRIS

San Francisco General Hospital and University of California, San Francisco

ABSTRACT: Fraiberg and her colleagues (1975) introduced the metaphor “ghosts in the nursery” to describe the ways in which parents, by reenacting with their small children scenes from the parents’ own unremembered early relational experiences of helplessness and fear, transmit child maltreatment from one generation to the next. In this article we propose that angels in the nursery — care-receiving experiences characterized by intense shared affect between parent and child in which the child feels nearly perfectly understood, accepted, and loved — provide the child with a core sense of security and self-worth that can be drawn upon when the child becomes a parent to interrupt the cycle of maltreatment. We argue that uncovering angels as growth-promoting forces in the lives of traumatized parents is as vital to the work of psychotherapy as is the interpretation and exorcizing of ghosts. Using clinical case material, we demonstrate the ways in which early benevolent experiences with caregivers can protect against even overwhelming trauma, and examine the reemergence of these benevolent figures in consciousness as an instrument of therapeutic change. Finally, we examine implications of the concept of “angels in the nursery” for research and clinical intervention.

Determinants of Resilience



- Healthy attachment relationships, good caregiving & ability to reach out for help
- Good emotion regulation skills and self-care practices
- Mindfulness, self-awareness, and capacity to visualize the future
- Acceptance, flexibility, and motivation to learn, grow, and adapt
- Positive sense of self and firm boundaries
- Self-expression via multiple channels (e.g. journaling, art, activism)

- Resilience may co-occur with PTSD or other symptoms
- Varies from culture to culture, context to context



Enhancing resilience

- “Emotion Regulatory Flexibility”
- “Good enough life” and human dignity
- Promoting healthy development and supporting the capacity to adapt
- Preparation for trauma

Take-home messages about resilience

- Resilience is common
- Numerous definitions and types of resilience
- Brain, mind, and relationships interact and lead to transformation
- Resilience does not mean that the person does not have PTSD and is free of struggle
- Resilience may have specific meaning for a particular individual, family, organization, society and culture
- Individuals may be more resilient in some domains/phases of their lives than others
- Determinants of resilience in one community may differ from those in another community
- Flexibility, adaptability, and preparedness for adversity
- **Relationships, community, social support, connectedness, closeness**



Wellness & Resilience Building Group: Supporting International Fieldwork

- Meeting weekly on Thursdays, 1pm - 2pm
beginning September 21st, 2017
for 10-12 weeks
IAB, OSA conference room (6th floor)
- Open to all students returning from or
departing for international fieldwork, including
SIPA internships abroad, humanitarian and
development aid, human rights work,
journalism, etc.
- Self-care as a core competency for fieldwork:
 - Coping skills & resilience building prior to departure
 - Returning from the field & reintegration
 - Fostering hope & meaning
 - Combatting burnout, compassion fatigue, traumatic stress, & vicarious trauma

**Join us for snacks, self-care,
mindfulness, & enlightenment!**

“Caring for myself is not self-indulgence, it is self-preservation...”

— Audre Lorde



For more information and to join, please contact:

- Eugenia Cherkasskaya, Ph.D.:
ec464@cumc.columbia.edu
- Brief phone screen is required prior to joining the group



Dr. Judy Wolfe
Associate Dean of Student Affairs
Columbia School of Nursing

Notes on student resilience from the School of General Studies

JOSHUA EDWIN

SENIOR ASSISTANT DEAN OF STUDENTS

School-wide

- ▶ Setting a culture
- ▶ The school of second chances
- ▶ Struggle, failure, and resilience are universal - we can talk about them!
- ▶ Expectations re: asking for and receiving help (resources for resilience)

University Studies

- ▶ Mandatory class
- ▶ **Growth** (as opposed to fixed) **mindset**
- ▶ Resources (how and when to use them)
- ▶ Building a team of supporters around them (we offer to join that team)
- ▶ Sense of belonging (transparency, “I will level with you”)
- ▶ Shared concepts that all GS students now share to support one another

Vulnerable students

- ▶ What does struggling/vulnerable look like:
- ▶ On transcript:: GPA, class withdrawals, term withdrawals, Incompletes, etc - easily trackable
- ▶ Off transcript: health issues, financial/food insecurity, protected class (LGBTQ, FLI, vet, etc)
 - ▶ Helps to know students individually

Trajectory

- ▶ What it is
- ▶ The conversation: various, participatory
- ▶ Especially helpful for students who feel isolated on campus
- ▶ Building community (links to students, faculty, admins, resources)

Other resources

- ▶ Tutoring, Peer Advising, wellness support, mentorships for incoming and veteran students, and more.
- ▶ These are offered to ALL students, so students who struggle don't have to feel singled out.
- ▶ Making support a part of everyday life increases resilience for all students.

The issues

financial distress, food insecurity, homelessness, divorce, child custody, SVR issues, low grades, stress, extremely long commutes, a wide variety of health issues, difficult transition to civilian life, difficult transition to Ivy League campus, difficult transition to America, immigration issues, illness/death in the family, conflicts with job or childcare, housing problems, etc...

Individual students

- ▶ Holistic advising and roster size
- ▶ Initial conversation and my offer of support becomes real for students

Moment of resilience

(U. Studies is the foundation)

- ▶ Establish an understanding of the situation and how we'll work on it together
- ▶ Make a plan (short-term and long-term if appropriate) and provide contact info as necessary (CPS, ODS, etc)
- ▶ Arrange a follow-up or next step to make it clear that I won't abandon the student after the initial conversation (help them know that they were right to come to me and that it's not an imposition or a mark against them) – build resilience for the future

Background concepts

- ▶ The student has the agency – I am a sounding board and guide
- ▶ Aim for a solution that accounts for their wellbeing along multiple vectors (academic, health, financial, etc)
- ▶ The floor is not lava – a single misstep or mistake on the student's part does not spell disaster; in other words, they can bounce back.

All of this is aimed at helping the student to manage the crisis in a way that will result in an acceptable result in the short term AND increase their resilience for the long term.

Key points

- ▶ Culture of transparency about struggle, failure and resilience to normalize these things and to encourage students to request help (and help them believe they will receive it).
- ▶ Extra support for vulnerable students that is flexible enough to take into account the things they are struggling with.
- ▶ Having built up some trust/opened a space for the conversation, help individual students in crisis in a way that supports their efforts to take agency and build their own resilience.



Questions & Answers



Thank you for attending, and please
complete the Evaluation Forms before you
leave!