

RESILIENCE

STRESS VS TRAUMA

- Stress can sometimes be good – when offered in small and infrequent doses
- Intermittent stress (tight allostasis) (Charney, 2004)
- Experience of stress (stressors) can equip a person with 'psychological preparedness'

STRESS VS TRAUMA

- Trauma is an occurrence that is 'out of the ordinary' – it can create long lasting distress and substantially interrupts personal narrative (sense of coherence).
- Psychological responses to trauma:
 - Succumbing to stressor (e.g. PTSD)
 - Resilience and recovery
 - Posttraumatic growth

RISK, RESILIENCE & COPING

- Risk factors
- Risk behaviours

RISK

Individual factors

- Poor cognitive & emotional skills
- Poor health

Family factors

- Parental conflict
- Erratic discipline
- Disruptive siblings

Community factors

- Quality of life
- Lack of role models
- Levels of mental health
- Poverty



RISK

Stressors (Compass, 2004):

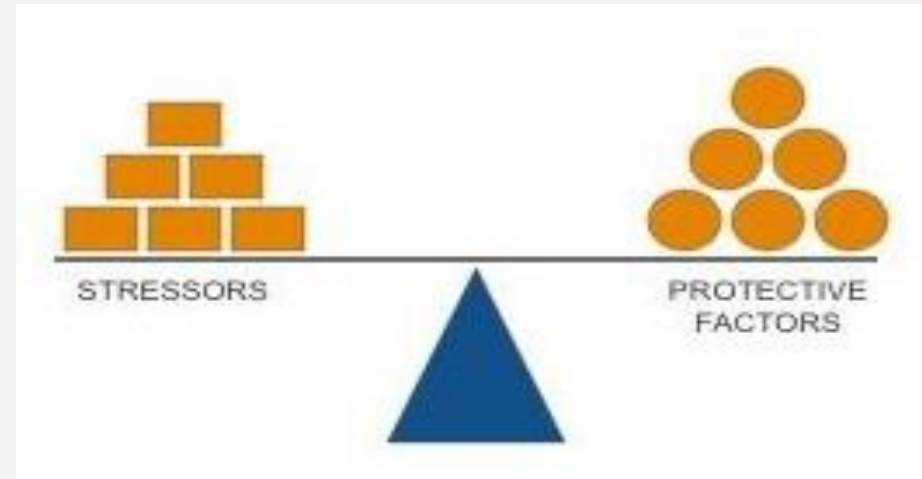
Normative

Acute

Chronic

PROTECTIVE FACTORS

- Individual
- Family
- Community



COPING

Coping – Processes

- Emotion-focused
- Problem-focused



RESILIENCE

- Resilience refers to the process of overcoming the negative effects of risk exposure, coping successfully with traumatic experiences, and avoiding the negative trajectories associated with risks (Fergus & Zimmerman, 2005).
- “...the flexibility in response to changing situational demands, and the ability to bounce back from negative emotional experiences” (Tugade et al., 2004, p.1169)
- Resilient people “not only cope with the event, they often learn and are transformed by their experiences” (Dunn, Uswatte, & Elliot, 2009, p. 656).

RESILIENCE

- “It is the study of psychological resilience that seeks to understand why some individuals are able to withstand – or even thrive on – the pressure they experience in their lives” (Fletcher & Sarkar, 2013, p. 12)
- Resilience is a multi-definitional construct
- Resilience research have focused on identifying protective factors to understanding the process through which individuals overcome the adversities they experience (Luthar, Cicchetti, & Becker, 2000).

RESILIENCE

THE STANLEY R. DEAN AWARD LECTURE FOR 1967

Competence and Adaptation in Adult Schizophrenic Patients and Children at Risk

Norman Garmezy, Ph.D.



INTRODUCTION

Two decades have passed since the inception of the Duke studies in schizophrenia. The passage of time provides a vantage point from which to evaluate that ten year period of research, and to record, in the light of subsequent investigations, the extent to which the findings of that project can be viewed as stable or unreliable.

Two articles, descriptive of the program, appeared toward the close of the 1950s [26,53] and contained descriptions of a set of experiments that broadly encompassed six areas of research relevant to schizophrenia:

1. The first, and undoubtedly the most significant, transcended any individual experiment and came to serve as the basic framework for subject selection. This was the effort to test the experimental consequences of differentiating patients along a continuum of good to poor premorbid competence;
2. Within that context of patient selection, emphasis was placed upon the creation of experimental-laboratory analogues that made use of constructs that were conceptually significant in psychodynamic formulations of the development of schizophrenia;

Research in the Schizophrenic Disorders: The Stanley R. Dean Award Lectures, vol. 2, edited by R. Cancro and S. R. Dean. Copyright © 1985 by Spectrum Publications.

VULNERABLE BUT INVINCIBLE

A Longitudinal Study of
Resilient Children and Youth



Emmy E. Werner • Ruth S. Smith

RESILIENCE

- Emmy Werner (developmental psychologist) – Hawaii- Study began in 1955
- Selected 500 plus children born at risk that year
- Further examined 30% of the children who were at high risk (with 4 or more significant risk factors)
- 2/3 had significant negative life problems, but 1/3 did not. They had positive outcomes! Described as children who... “lived well, loved well, played well & expected well” (Werner, 1973, p. 35)
- What did these children who “made it” despite the odds have in their lives?

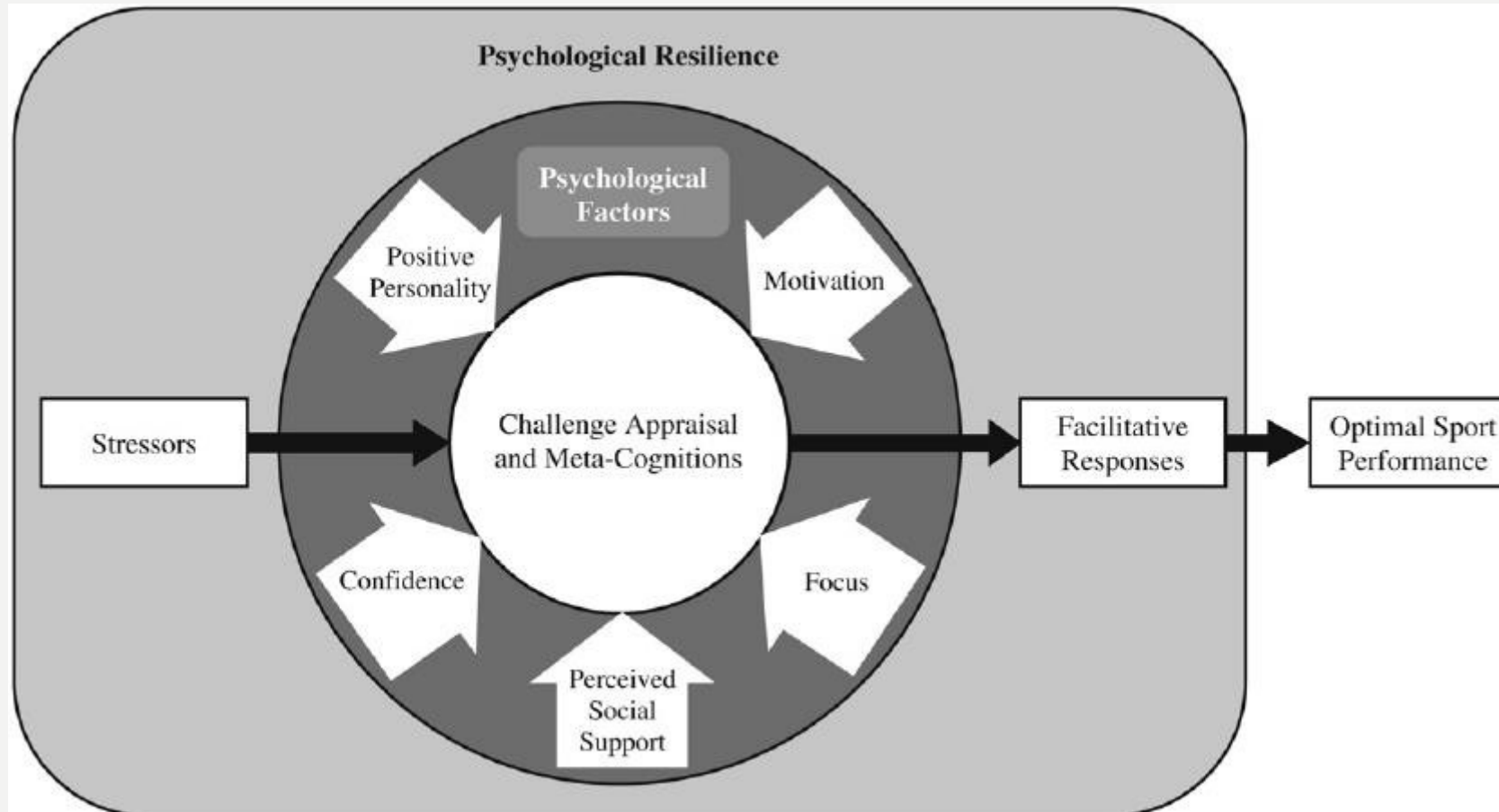
Dimensions of Resilience



RESILIENCE

- Trait, process or outcome?
- Personality traits – extraversion and conscientiousness (Cohan & Stein, 2006)
- Adversity and positive adaptation
- Resilience theory/research – predominantly Western psychological discourse (lacking sociocultural context)
- Role of contemporary stress and emotion theory (appraisal)
- Meta-model of stress, emotions, and performance (Fletcher & Fletcher, 2010)

RESILIENCE



RESILIENCE

- Focus on strengths
- Positive psychology:
 - Posttraumatic growth
 - Positive emotions (e.g. happiness studies)
 - Social support and relationships
 - Sense of coherence (meaningfulness, comprehensibility and manageability)

RESILIENCE

Major components (Hefferon & Boniwell, 2011):

- 1) Reframing
- 2) Experience of positive emotions
- 3) Participation in physical activity
- 4) Trusted social support
- 5) The use of personal and authentic strengths
- 6) Optimism

RESILIENCE (MODELS)

Compensatory

- A protective factor operates in an opposite direction of a risk factor.

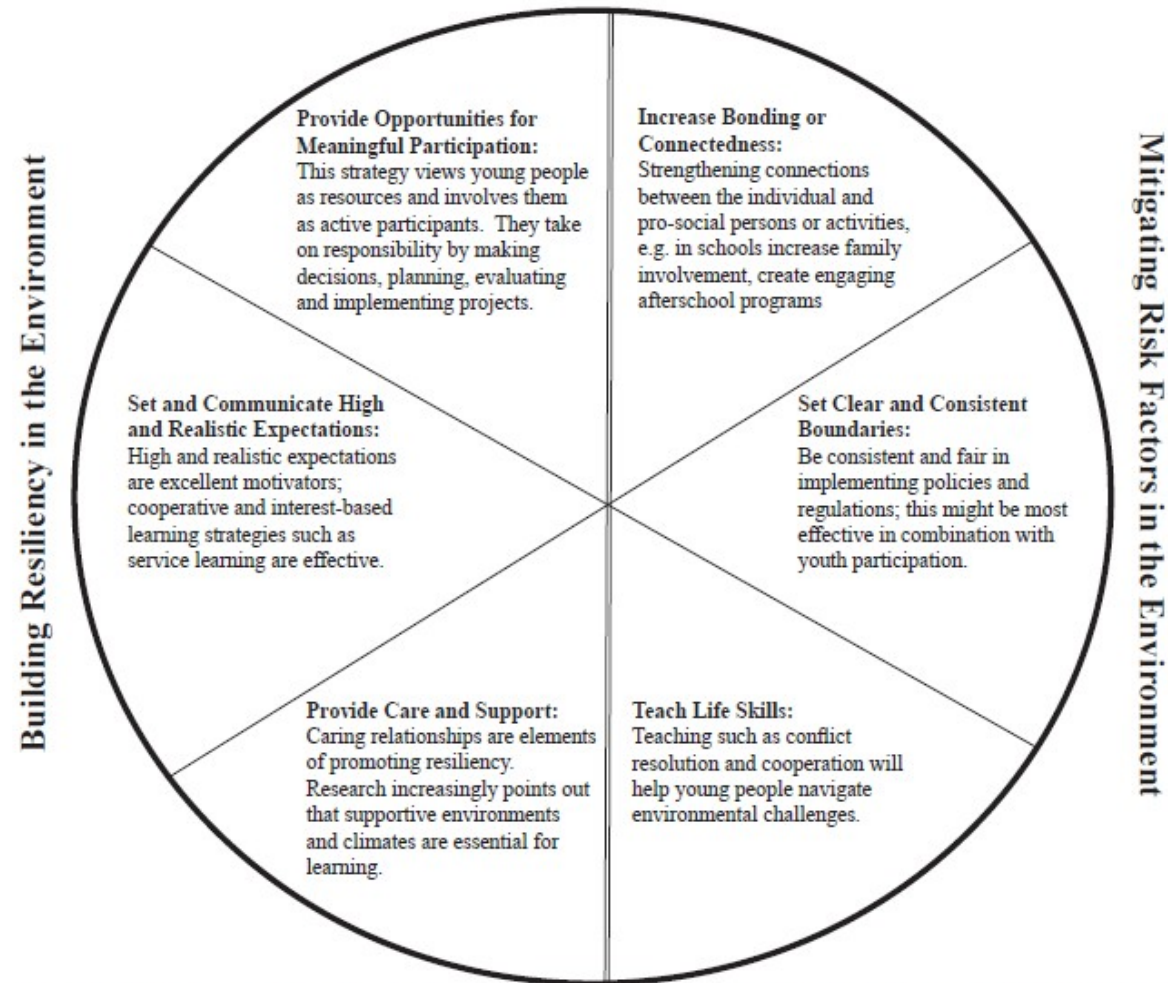
Protective

- Assets/resources moderate the effects of a risk on a negative outcome.

Challenge

- Exposure to low levels and high levels of a risk factor are associated with negative outcomes, but moderate levels of the risk are related to less negative (or positive) outcomes.

The Resiliency Wheel



Wheel/Headings Source: Nan Henderson and Mile Milstein. *Resiliency in Schools: Making it Happen for Students and Educators*. Thousand Oaks, CA: Corwin Press, 2003.
Descriptive Text Source: Nan Henderson, et al. *Schoolwide Approaches for Fostering Resiliency*. San Diego, CA: Resiliency in Action, 2000.

RESILIENCE

- Positive ageing – “to add more life to years, not just years to life” (Vaillant, 2004, p. 561)
- Possible solutions to the retirement paradox (Boniwell, 2008):
 - creating age-friendly work environments and valuing diversity;
 - continuing career development and introducing phased retirement schemes;
 - enhancing and enabling a better work-life balance before retirement