Resilience, Mindsets & Strengths: Facilitating Belonging with Wellness Coaching
Introductions

Todd Gibbs, M.A., LPC
❖ Wellness Coaching Coordinator

Matthew Fullen, M.A., M.Div., LPC
❖ Graduate Associate

James Larcus
❖ Graduate Associate
Talking Points

- Positive psychology practices that support students’ sense of belonging and ability to thrive in college
- Schreiner’s theory of thriving in college, and how it applies to first year students
- How wellness coaching intentionally supports first year students’ transition to college
- How coaching, or similar practices, might be utilized in your work with first year students
POSITIVE PSYCHOLOGY & THRIVING
Positive emotions
Engagement
Positive Relationships
Meaning
Accomplishment
(Seligman, 2012)
## Flourishing vs. Thriving

<table>
<thead>
<tr>
<th>PERMA (Seligman)</th>
<th>Thriving (Schreiner)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Emotions</td>
<td>Positive Perspective</td>
</tr>
<tr>
<td>Engagement</td>
<td>Engaged Learning</td>
</tr>
<tr>
<td>Positive Relationships</td>
<td>Social Connectedness</td>
</tr>
<tr>
<td>Meaning</td>
<td>Diverse Citizenship</td>
</tr>
<tr>
<td>Accomplishment</td>
<td>Academic Determination</td>
</tr>
</tbody>
</table>
What are common transitions in the first year of college?

Consider that these transitions are normative.

What other transitions might students have to navigate during their education?

Is there a common theme among these transitions?
The #1 predictor of thriving in college is whether students feel a sense of **BELONGING**.

(Schreiner, Kammer, Primrose, & Quick, 2011)
Based on your work with first year students, how might each dimension pose a threat to belonging?
“Wellness is an active, ongoing process which involves becoming aware of and taking steps toward a healthier, happier, successful life.”

The Ohio State University
Student Wellness Center
Why Wellness Coaching?

- “Mental health concerns” identified as top health & wellness issue in NASPA Survey of CSAO’s (Wesaw & Sponsler, 2014)
- Increased demand on counseling centers (Gallagher, 2012)
- Emotional support doubles odds that graduates are thriving, but only 14% experience support in college (Busteed, 2014)
Approaches to Student Services

THE ILLNESS / WELLNESS CONTINUUM

PRE- MATURE DEATH

Disability  Symptoms  Signs

TREATMENT PARADIGM

Wellness Paradigm

Awareness  Education  Growth

HIGH- LEVEL WELLNESS

Neutral Point
(NO DISCERNABLE ILLNESS OR WELLNESS)
ENGAGING FIRST YEAR STUDENTS WITH WELLNESS
First Year Success Series
Presentations

- Autumn 2014: 14 presentations for ~750 first year students
- Topics including Resilience, Mindsets, and Holistic Wellness
RESILIENCE
Learning Outcomes

By the end of this session, you will be able to:

- briefly describe resilience,
- name where you’re resilient and where you want to be more resilient in life, and
- identify practices that can help you to overcome disappointment, adversity, and challenges
Resilience Practices

1. Taking in the good
2. Practicing gratitude
3. Maintaining wellness
4. Cultivating self-compassion
5. Keeping your sense of humor
“If you manage any people or if you are a parent (which is a form of managing people), drop everything and read Mindset.”
—Guy Kawasaki, author of The Art of the Start

mindset
THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN LEARN TO FULFILL OUR POTENTIAL

* parenting
* business
* school
* relationships

CAROL S. DWECK, Ph.D.
Learning Objectives

By the end of this session, you will be able to:

- identify your existing mindsets, and assess how well they are working for you,
- determine whether and where it would be beneficial to switch to a new mindset, and,
- name at least one campus resource that you can utilize to enhance your success as a student at The Ohio State University.
Mindsets: The Basics

Growth Mindset
Believe that they can learn anything if they put in the work, practice, and effort to learn it.

Fixed Mindset
Think that they cannot increase their skill and knowledge in a particular area.
Learning Objectives

If we do our jobs well today, you will:

- Get a better understanding of the 9 Dimensions of Wellness model endorsed by The Ohio State University
- Gain a greater awareness of how this model applies to you, and
- Set one goal to enhance your personal wellness this year!
9 DIMENSIONS OF WELLNESS

Career
Creative
Emotional
Environmental
Financial
Intellectual
Physical
Social
Spiritual
what are your goals?
With **WELLNESS COACHING**, I got to really know myself.

*Richard, Communications Major*

To learn more about Wellness Coaching: [go.osu.edu/wellnesscoaching](go.osu.edu/wellnesscoaching)
WELLNESS COACHING helped get me to the place I wanted to be.

Juliana, Political Science Major

To learn more about Wellness Coaching: go.osu.edu/wellnesscoaching
"My WELLNESS COACH felt like a friend, someone I could connect with emotionally."

David, Economics & Spanish Major

To learn more about Wellness Coaching: go.osu.edu/wellnesscoaching
“Focusing on my strengths in WELLNESS COACHING helped me communicate more effectively in my classes.”

Juhee, Human Resources Major

To learn more about Wellness Coaching: go.osu.edu/wellnesscoaching
“WELLNESS COACHING helped me live life one day at a time."

Nathan, Neuroscience Major

To learn more about Wellness Coaching:
go.osu.edu/wellnesscoaching
I’m fortunate enough to go to a school that has a program like WELLNESS COACHING.

Emily, Media & Communication Major

To learn more about Wellness Coaching: go.osu.edu/wellnesscoaching
WELLNESS COACHING
What is Wellness Coaching?

Collaborative partnership between student client and coach

<table>
<thead>
<tr>
<th>Student Clients</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert on their life</td>
<td>Introduces holistic wellness, strengths assessment, goal-setting</td>
</tr>
<tr>
<td>Primary source of change</td>
<td>Facilitates exploration of each of these concepts</td>
</tr>
</tbody>
</table>
OSU Wellness Model

- Career
- Creative
- Emotional
- Environmental
- Financial
- Intellectual
- Physical
- Social
- Spiritual
Most Common Focus Areas

87% Emotional

59% Social

48% Career

46% Intellectual
Signature Strength Themes

Most Common
- 53% Honesty
- 53% Kindness
- 47% Judgment
- 43% Fairness
- 35% Love

Least Common
- 8% Spirituality
- 7% Hope
- 3% Self Regulation
- 2% Zest
GOALS
What if **goals** are not expectations to be met, but **possibilities** to be lived into?

(Zander & Zander, 2002)
OUTCOMES
2013-2014 Demographics

151 total participants
30% first-year
25% grad/prof
34% male
66% female
Coaching Outcomes

Percentage of students who agreed or strongly agreed that wellness coaching had provided them with greater knowledge about, skills for, and awareness of their:

- Overall Wellness: 90%
- Effective Goal-Setting: 84%
- Personal Strengths: 83%
Coaching Outcomes

Thriving Dimensions (Schreiner)

- Positive Perspective 4.31
- Social Connectedness 3.97
- Academic Determination 3.86
- Engaged Learning 3.81

(1 = Strongly Disagree to 5 = Strongly Agree)
Qualitative Data

“"I really loved how wellness coaching aimed at helping you discover what type of person you are and how you can improve any area of your life. Instead of information being fed to you about 'what you should do', the sessions lead to self-discovery and unleashed confidence through your strengths that you didn't know you had!”

“"It allowed me to see myself from others perspectives and gave me a lot of confidence. With this confidence and encouragement, I found my place at Ohio State with more ease than I had going, which had really impacted now.”
Wellness Coaching & Self-Authorship

Conditions associated with moving forward: Sense of dissonance plus positive individual and environmental factors

Conditions associated with becoming idle: No sense of dissonance and/or mix of positive and negative individual and environmental factors

Conditions associated with moving backward: Extreme sense of dissonance plus negative individual and environmental factors

Following External Formulas
Based on what “authorities” say, one should know... one should be... and one should have relationships that...

Standing at the Crossroads
How do I know? Who am I? What type of relationships do I want to have?

Becoming Self-authored
I know because... I am... I want relationships that...

Building an Internal Foundation
I know because... but I also accept ambiguity. I am... even when environmental forces pressure me to change. I want relationships that... but negotiate to meet both my needs and others’ needs.

FIGURE 1. Integrated Map of Young Adults’ Developmental Journey From External Reliance to Internal Definition