

# STRESS MANAGEMENT

RAJLAKSHMI GUHA  
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# **SCIENTIFIC FOUNDATIONS OF STRESS**

NPTEL

# MODULE 1

# OUTLINE

- UNDERSTAND WHAT STRESS IS
- WHY TWO INDIVIDUALS RESPOND DIFFERENTLY DURING A STRESSFUL SITUATION?
- EXPLORE THE HISTORY AND GENESIS OF STRESS RESEARCH

# What is stress?

Stress can be defined as a response of the body to any demand placed on it

Stress can be influenced by both  
**external and internal factors**

## **WHY DO INDIVIDUALS BEHAVE DIFFERENTLY DURING STRESS?**

- It follows that what is stressful to one person may be a refreshing challenge to another, depending upon his perception of the situation as well as his perception of his ability to cope with that situation  
**(Later explained in personality factors and stress)**

**The individual's judgment that a stressful situation exists, initiates a stress response**

- Without this appraisal there is no stress in the person's psychological schema
- Even though a situation is perceived as a demand or threat it may still not mobilize a stress response if the individual thinks that he is able to cope with it adequately, either on his own or with the help of external resources or support from other people in his life

# PIONEERS in stress research

- There are earlier antecedents to the concept of stress. For centuries physicians and patients have made the association between adverse life events and illness
- The links between emotion and sudden cardiac death have been repeatedly noted in sources as diverse as the Bible, anthropological texts, and clinical experience
- Many contemporary cultures regard illness as the outcome of being out of balance with the environment and its demands, a manifestation of inadequate coping with diverse stressors

# PIONEERS....

**Walter Cannon (1932) - a Physiologist with Harvard Medical School - first described body's response to stress**

- Ex: walking down a lonely by lane dimly lit, while you are half way down to the point of no return you see a burly figure carrying a club standing on your way. What do you feel?
- increased heart beat, shortness of breath, increased perspiration, muscles tense, and a whole array of changes occur in the body
- body prepares itself →when confronted by a threat →to either stand ground and fight or run away

Walter Cannon termed this response as the **FIGHT OR FLIGHT RESPONSE**

# PIONEERS....

**Hans Selye** (1956) summarized stress reactivity as a three phase process termed the **General Adaptation Syndrome**

# PIONEERS

## GENERAL ADAPTATION SYNDROME

**ALARM REACTION** – The body shows changes at the first exposure of the stressor

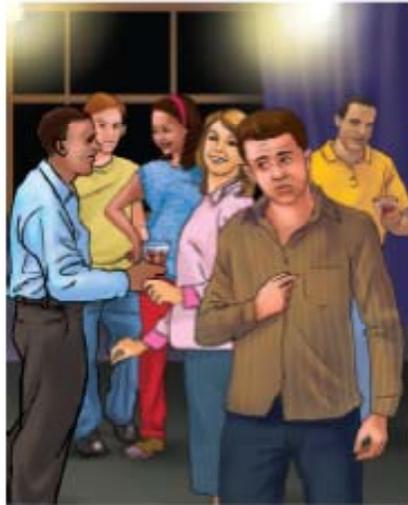
**STAGE OF RESISTANCE** – Resistance ensues if continued exposure to the stressor is compatible with adaptation. The bodily signs characteristic of the alarm reaction have disappeared and resistance rises above normal

# PIONEERS

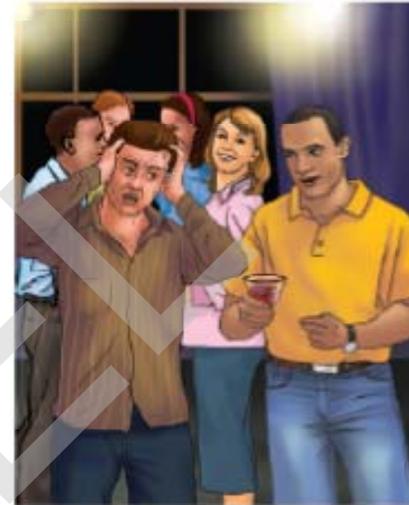
## GENERAL ADAPTATION SYNDROME

- **STAGE OF EXHAUSTION**: Long continued exposure to the same stressor depletes the adaptation energy and leads to exhaustion. The alarm reaction reappears, but the resistance phase being absent, individual succumbs to the stressor

Ex: fever – immune system's attempt to fight infectious agents like virus and bacteria



**1. Alarm Phase**  
For example, being at a party but having social anxiety.



**2. Resistance Phase**  
For example, when others try to involve the socially anxious party guest, he experiences stress (perspiration, muscle tension, increased heart rate, etc.).



**3. Exhaustion Phase**  
For example, if the social anxiety is experienced often, and over a long period of time, it can result in illness and disease such as coronary heart disease

# PIONEERS

- Hans Selye defined stress as “the nonspecific response of the body to any demand made upon it.”
- That means good things (e.g., a job promotion) to which we must adapt (termed **eustress** ) and bad things (e.g., the death of a loved one) to which we must adapt (termed **distress** ); both are experienced the same physiologically

# PIONEERS

Holmes and Rahe (1967) – emphasized the role of Life Events in stress

They showed that the more significant the changes in one's life, the greater the chance of the onset of illness

Lazarus, DeLongis and others found that daily hassles are even more detrimental to health than major life changes

In one of my papers on Attempted Suicide, my colleagues and me found that life events were an important factor pushing an individual to attempt suicide

# PIONEERS

**A T W Simeons** (1961) – related evolution to psychosomatic disease

The human brain (especially Diencephalon) has failed to develop at the pace needed to respond to symbolic stressors of the twentieth century

Ex: when our self-esteem is threatened, the brain prepares the body with the fight-or-flight response.

If the threat to self-esteem stems from fear of embarrassment during public speaking, neither fighting nor running away is an appropriate reaction

Several researchers have added to the work of Cannon, Selye, Simeons, and others to shed more light on the **relationship of stress to body processes**

With this understanding has come a better appreciation of which illnesses and diseases are associated with stress and how to prevent these conditions from developing

# PIONEERS

**Harold Wolff (1953)** – found that a large number of death before release had resulted among inmates of Japanese concentration camps as compared to German camps due to the increased amount of emotional stress

Pioneer	Date	Area of Study/Influence
Oskar Vogt	1900	Hypnosis
Walter Cannon	1932	The fight-or-flight response
Edmund Jacobson	1938	Progressive relaxation
Johannes Schultz	1953	Autogenic training
Stewart Wolf/Harold Wolff	1953	Stress and headaches
George Engel	1955	Stress and ulcerative colitis
Hans Selye	1956	The physiological responses to stress
A. T. W. Simeons	1961	Psychosomatic disease
Stewart Wolf	1965	Stress and the digestive system
Wolfgang Luthe	1965	Autogenic training
Lawrence LeShan	1966	Stress and cancer
Richard Lazarus	1966	Stress and coping/hassles
Thomas Holmes/Richard Rahe	1967	Stress/life change/illness
Robert Keith Wallace	1970	Transcendental meditation
Thomas Budzynski	1970	Stress and headaches
Meyer Friedman/Ray Rosenman	1974	Type A behavior pattern
Carl Simonton	1975	Stress and cancer
Robert Ader	1975	Psychoneuroimmunology
Herbert Benson	1975	The relaxation response/meditation
Daniel Goleman	1976	Meditation
Gary Schwartz	1976	Meditation/biofeedback
Robert Karasek	1979	Job Demand-Control Model
Suzanne Kobasa	1979	Hardiness
Anita DeLongis	1982	Hassles and illness
Dean Ornish	1990	Stress/Nutrition/Coronary Heart Disease
Jon Kabat-Zinn	1992	Meditation and Stress Reduction
Christina Maslach	1993	Burnout
J.K. Kiecolt-Glaser	1999	Psychoneuroimmunology
Shelly Taylor	2000	Tend and Befriend/Women's Coping Style
Patch Adams	2002	Humor and Stress and Health
Johan Denollet	2005	Type D Personality
E. L. Worthington	2005	Forgiveness and Health

to summarize.....

In the next module we shall discuss about the sources of stress and how stress can also be helpful to the individual

Thank you

# STRESS MANAGEMENT

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# SCIENTIFIC FOUNDATIONS OF STRESS

# MODULE 2

NPTEL

# OUTLINE

- sources of stress
- how stress can also be helpful to the individual

# Preview...

In the previous module we discussed about individuals responding differently to stress

We spoke about the internal and external factors inducing stress

Many of you may have wondered what these factors are – to understand these, we must take a relook at stress

# A re-look at stress....

## The role of stressor, stress reactivity and strain

**STRESSOR** - A stressor is a stimulus with the potential of triggering the fight-or-flight

response The stressors for which our body was evolutionarily trained were threats to safety –

This response was required for primitive man for survival - imagine a caveman who sees a lion outside his cave -

modern man - may be jumping off the road on the verge of being hit by a car – physiological responses are same as the cave man

Symbolic stressors are stressors that are a threat to the psychological being and not a threat to survival like loss of self esteem, fear of ridicule - imagine when you have an interview to attend – running away or fighting the interviewer would be an inappropriate response

# The role of stressor, stress reactivity and strain

Stressors can be:

- **biological and environmental** (toxins, heat, cold)
  - **psychological** (threat to self esteem, depression),
  - **sociological** (financial loss, unemployment, social isolation),
  - **philosophical** (loss of purpose or goal in life)
- 
- One of the most severe stressors is guilt – associated with behaving in a way contrary to one's moral framework, ex – lying, cheating

# SOURCES OF STRESS

**External factors:** sociological factors and some environmental factors

**Internal factors:** psychological and philosophical factors

A primary source of stress is the presence of Major Life Events and daily hassles in an individual's life

Reference to Strain – long term stressor

# The role of stressor, stress reactivity and strain

## **Stress Reactivity:** The fight-or-flight response

- increased muscle tension
- increased heart rate, stroke, volume, and output
- elevated blood pressure
- increased neural excitability
- less saliva in the mouth causing dryness of mouth
- increased perspiration
- change in respiratory rate
- increased serum glucose
- increased release of hydrochloric acid in the stomach
- changes in brain waves
- Increased urination

# The role of stressor, stress reactivity and strain

**Strain** - outcome of stress reactivity

**Physical** – tension headaches and backaches resulting from excessive muscle tension

**Psychological** –ex - fear of being in crowd resulting from contemplating the experience

**Behavioural** – alcohol abuse and getting into fights

Ex: daily hassles increasing stress reactivity leading to strain

- Our bodies have evolved to respond to stressors with an immediate action by altering their physiology for greater speed and strength. When we encounter symbolic stressors, our bodies are altered in the same manner, although we do not use the changed physiology by responding with some action
- We build up stress products, which include elevated blood pressure and increased muscular contractions, serum cholesterol, and secretions of hydrochloric acid in the stomach
- The results are illness and disease

- People who have learned stress management skills often respond to a greater degree to a stressor but return to their resting rate sooner than those not trained in stress management

Analogy to joggers - heart rate may increase tremendously when they exercise but returns to normal sooner than that one who doesn't exercise

# Exercise – to help identify muscle tension

As you begin to read this, FREEZE. Don't move a bit! Now pay attention to your body sensations and position

Can you drop your shoulders? If so, your muscles were unnecessarily raising them

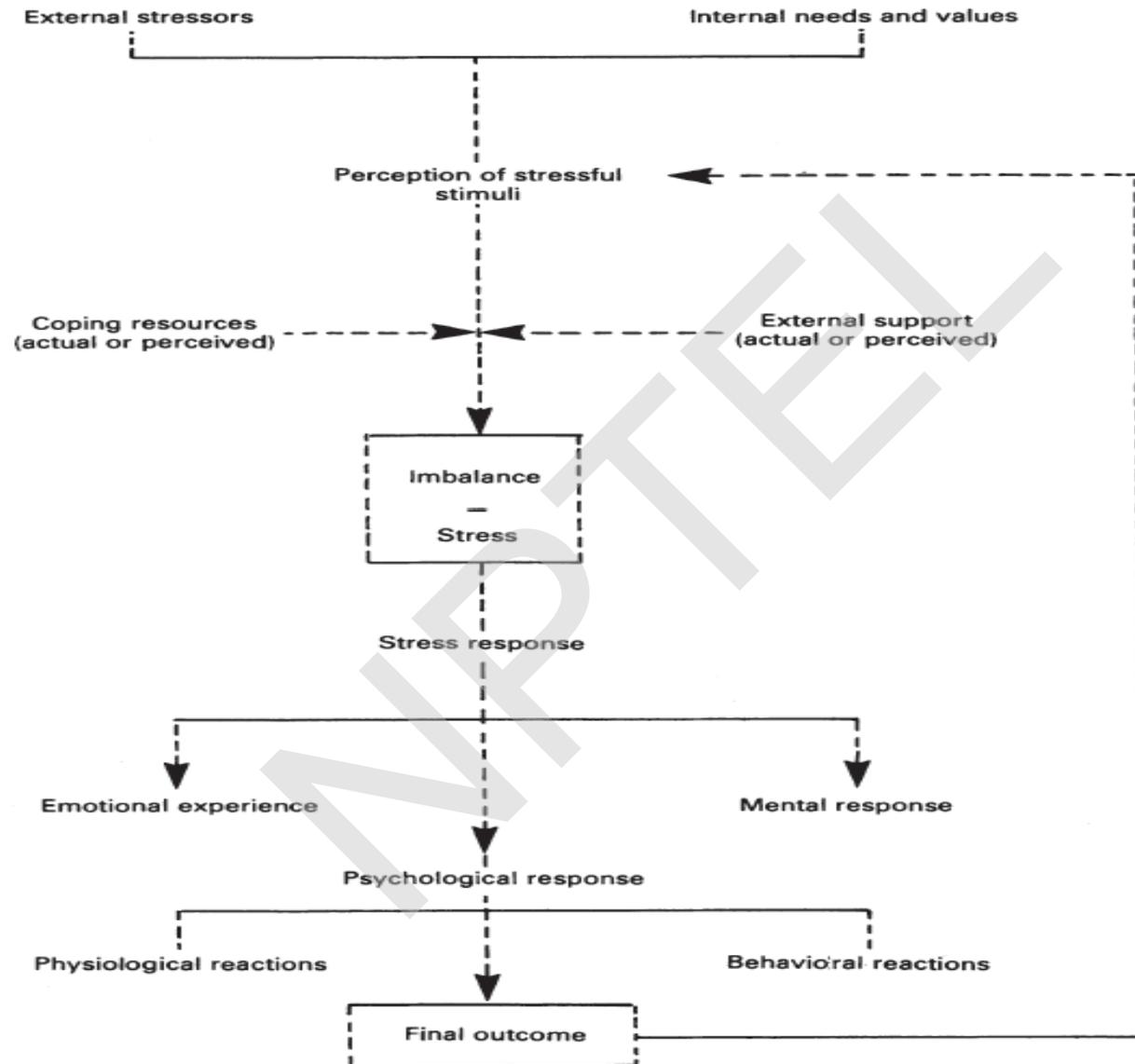
Are your forearm muscles able to relax more? If so, you were unnecessarily tensing them.

Is your body seated in a position in which you appear ready to do something active? If so, your muscles are probably unnecessarily contracted.

Can your forehead relax more? If so, you were tensing those muscles for no useful purpose. Check your stomach, buttocks, thigh, and calf muscles. Are they, too, contracted more than is needed?

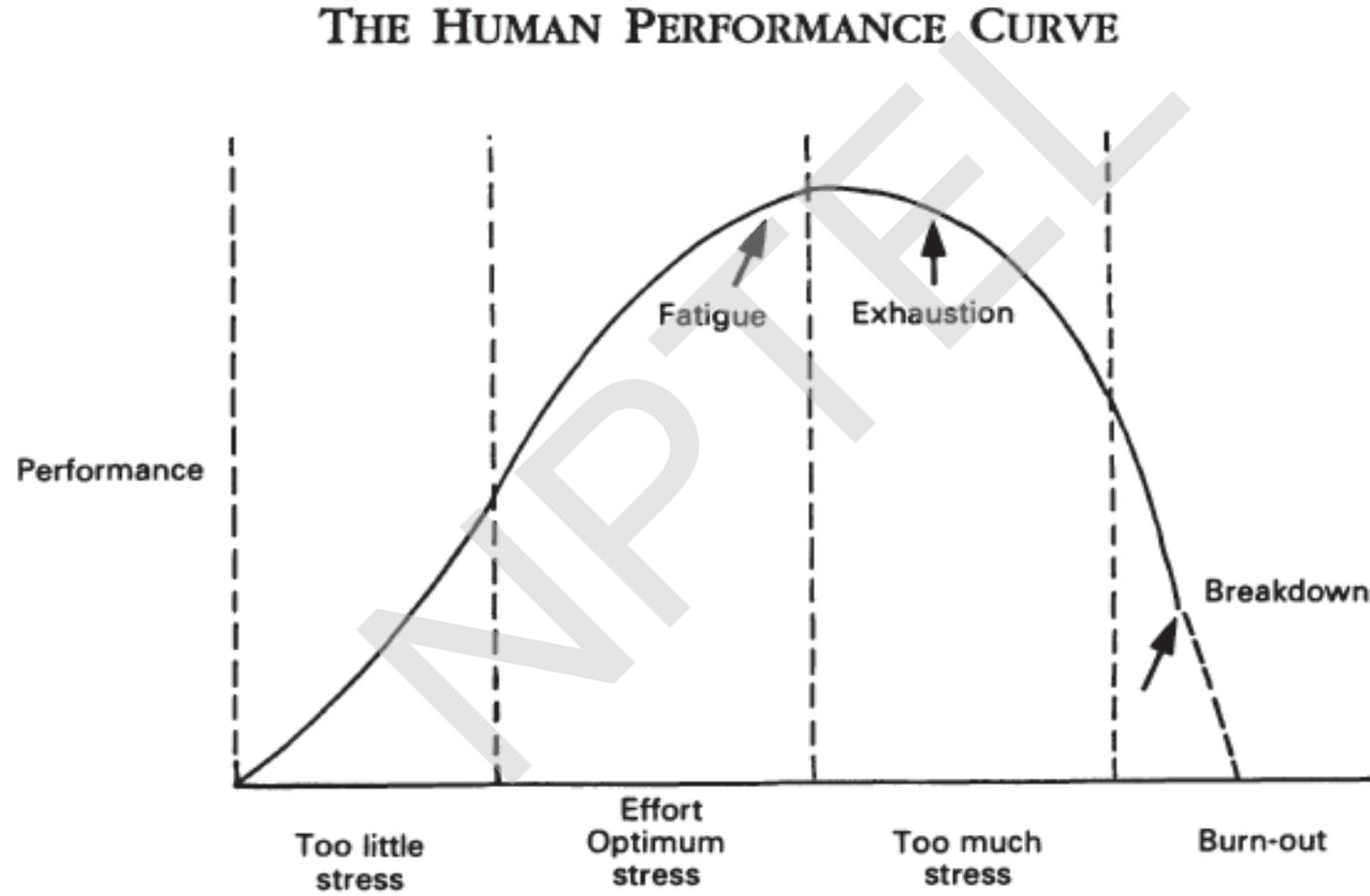
Take a moment for yourself now. Concentrate on just letting as many of your muscles relax as possible. Notice how that feels.

# MODEL OF HUMAN STRESS



:Patel C, 1991

# Not all Stress is bad....



Recognising your **Eustress** and **Distress**

Summarising it.....

Sources of stress with emphasis on stressor, stress reactivity and strain

Human model of stress

Maintaining a balance by identifying eustress and distress

Human performance curve and how stress can be useful

Thank you

# STRESS MANAGEMENT

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# **SCIENTIFIC FOUNDATIONS OF STRESS**

# MODULE 3

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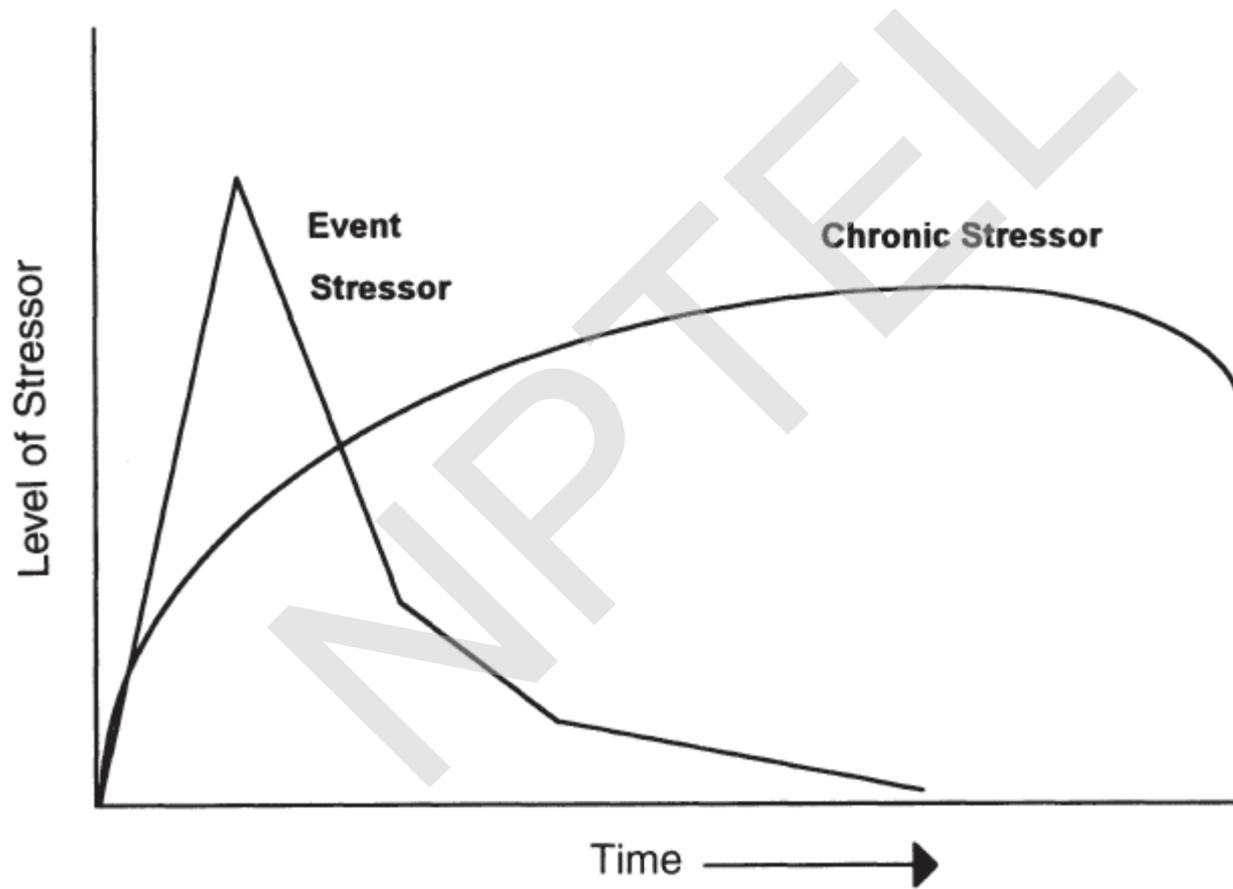
# OUTLINE

- TYPES OF STRESS
- EFFECT OF STRESS ON MIND AND BODY

# Review...

## A few important points to remember about Stress –

- We all experience stress at times
- feeling → overloaded, wound up tight, tense, worried
- sometimes motivates to finish a task /perform well
- Harmful if over-stressed
  - interferes with ability to get on with normal living



# **Acute Stress**

# Symptoms....

Acute stress symptoms – easily recognized by people in stress

NOTED

# A few acute stressors...

- Failed an exam
- Interview / presentation / submissions around the corner
- Recent relationship break up
- Lost a job recently
- Accident
- Deadline to meet soon
- Car broke down / maid didn't come
- Sudden illness or death of a close one

# The exciting part about Acute stress

Thrilling events cause acute stress

Adventure sports

Someone jumping on you – startled response –  
link to F-or F response

# The disadvantages..

Thrills are exhilarating and fun for short periods of time

Tiring and draining if continued for long

# Effects of Acute stress

- Physiological changes
- Emotional changes
- Cardio vascular changes
- Digestive changes

Acute stress can affect anyone  
It is manageable and can be treated

# Chronic stress

**Grinding stress that wears people away day after day year after year**

- War
  - Financial crisis
  - Long term relationship problems
  - Traumatic experiences
  - Unwanted career/ job
  - Chronic illnesses
  - Dysfunctional families
- unrelenting demands and pressures for interminable periods of time –  
**LEARNED HELPLESSNESS**
- From traumatic childhood experiences – internalized as a part of daily life

# Common signs of chronic stress

**Physical signs:**

**Psychological signs:**

NOTES

# Effect of stress on performance

- **Effect of stress on Appetite and digestion – “LOST MY APPETITE” –**

Digestion is a Para sympathetic activity

During stress, Sympathetic Nervous system - activated making individual vigilant and aroused, but suppresses appetite

- **Effect on sexual activity** – sexual arousal and reproduction are inhibited by the physiological concomitants of stress
  - Precludes testosterone release in males
  - Reduces concentration of estrogen in females
- **Effects of stress on cognition** – chronic stress affects beliefs and views of the world

# Effect on growth

- **sympathetic nervous system** → release of various **digestive enzymes** affected → **nutrients** not absorbed → nutritional deficits → growth affected

## **In adults:**

stress hormones disrupt

- the processes by which the body reconstructs itself through the use of **calcium** → Stress is responsible for the disintegration of bone

# SUMMARY

- TYPES OF STRESS
- EFFECT OF STRESS ON BEHAVIOUR

COGNITION

SEXUAL ACTIVITY

DIGESTION AND GROWTH

**THANK YOU**

NOT FUEL

# STRESS MANAGEMENT

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# **SCIENTIFIC FOUNDATIONS OF STRESS**

NPTEL

# MODULE 4

# OUTLINE

- ROLE OF PERSONALITY FACTORS IN STRESS
- ROLE OF CULTURAL AND ETHNIC BACKGROUND
- RESILIENCE AND BOUNCING BACK FROM STRESS

# What is personality?

**Personality** refers to individual differences in characteristic patterns of thinking, feeling and behaving

These are developed through interaction with our environment over time - values, attitudes, personal memories, social relationships, habits, and skills

**How does it affect stress?**

# PERSONALITY AND STRESS

## Individual differences

- **cognitive reaction to a situation** - appraisal of the nature, importance and implications of the event, and by your ability to effectively manage or cope with the event
- **emotional responses to a situation** - determined by appraisal of situation and coping abilities

Ex: “I can handle this,” – planning ways to handle the situation

“This is terrible. I’m going crazy” - quitting, getting more anxious

# Factors of Personality related to stress

Locus of control

Self esteem

Personality Type

Hardiness

# Genetic makeup

## influences health and behavior

- All human beings face stress when dealing when faced with making a difficult or frustrating decision
- Some individuals may have a heightened level of arousal in the central nervous system, causing them to react more excitedly to events and adapt more slowly

# Locus of control

Locus of control refers to the degree of control which individuals think they have over what happens to them

**Internal locus of control** - Persons who see themselves as having control over their environment  
**less likely to be disrupted by stress**

**External locus of control:** They do not believe they have control over their lives what happens to them determined by others or by outside events  
**Stressors have much influence on their lives**

**Learned Helplessness (Seligman ,1975)**

This loss of control over the environment is exemplified by the many accounts of healthy natives who, having had 'bones' pointed at them by a witch doctor, have died within hours

Common among Kurdaitcha – Australian Aborigines

# Personality and locus of control

- Studies show that people will learn better and use their past experience to greater advantage if they believe that their success or failure is determined by their skill rather than by luck
- There is also evidence that people will experience less stress in aversive situations if they believe they have some personal control over the outcomes of the situation

**Self esteem** - individual's self-perception of his/her abilities, skills, and overall qualities that guides and/or motivates specific cognitive processes and behaviors

**Self-esteem has also been reported to predict stress in individuals with chronic disease**

**Lazarus** - a potential stressor (e.g. external event) causes people to undergo two cognitive appraisal processes

- **primary appraisal** - focuses on the nature (positive, negative, or neutral) and respective level of threat an event presents
- **secondary appraisal** - determines one's available coping abilities and resources are sufficient to overcome the stressor

[Lazarus and Folkman \(1984\)](#)

**Individuals with low self-esteem may lack the coping resources necessary to regulate environmental stressors**

[Schneiderman et al., 2005](#)

- **low self-esteem** - with negative life outcomes, including substance abuse, delinquency, unhappiness, depression, and worsened recovery after illnesses

Leary and McDonald, 2003

- **High self esteem** - happiness and longevity

Baumeister et al., 2003

In studies of aging, **a positive self-concept and internal locus of control** predict **successful aging**, predicting **independence, cognitive stability, and general health**

Baltes and Baltes 1990

# PERSONALITY TYPES AND STRESS

**History:** Two California cardiologists, Meyer Friedman and Ray Rosenman, observed differences in patterns of behavior of their cardiac patients, differences they related to types of cardiac problems

Beginning in the 1980s, health care professionals sought to identify these individuals in order to intervene and prevent the development of coronary problems

# *Main Characteristics of Type A Behavior*

## **A sense of time urgency and hostility**

- 1. Time urgency** - This is the feeling that there is not enough time to do all the things that we believe should be done or that we wish to do.

It leads to the following symptoms:

- **Rapid movements**: The afflicted person usually walks, talks or eats fast.
- **Impatience**: There is a feeling that the rate at which most events take place is too slow. Frequently there is an attempt to hurry the speech of others by saying very quickly over and over again, "Uh huh, uh huh," or "Yes, yes, yes," or interrupting before people finish their sentences
- **Anguish** at waiting in line or waiting to be seated in a restaurant. Avoids repetitive tasks - making out bank deposit slips, writing checks, and washing and cleaning dishes

# *Main Characteristics of Type A Behavior*

- **Tension:** finds it difficult to sit and do nothing. Feels guilty when relaxing. He often has a characteristic facial tautness expressing tension and anxiety.
  - **Restlessness:** knee jiggling, rapid tapping of the fingers, head nodding, rapid eyebrow lifting while speaking, sucking in air while speaking, tongue-to-front-teeth clicking during conversation, or tuneless humming.
  - **Preoccupation:** Inattentive to others. Unable to detect mental and physical fatigue while engaged in a task. Fails to observe seemingly unimportant unrelated things.
2. **Hostility** – a predisposition to evaluate people or events negatively, often in a suspicious, distrustful, cynical, and paranoid fashion.

There is a generalized aggression or excessive competitive drive

# Hostile expressions:

- **Sarcastic** during conversations: Accentuating various key words in talking, even when there is no real need for such emphasis
- Always **plays a game to win**
- Clenching the fists, pounding the table, or forceful use of the hands and fingers
- Preoccupation and **irritation with the trivial errors of others**
- **excessively critical of oneself and others** - Characteristic facial expression of aggression, hostility, and struggle, habitual clenching of the jaw or grinding of the teeth
- **Tendency to swear** or use obscene language

# CHARACTERISTICS OF TYPE A PERSONALITY

*Competitiveness* - Belittles achievements of others in efforts to feel superior. Perceives other group members as adversaries

*Resentment* - Harbors feelings of ill will toward others

*Deterministic worldview* - Believes self to be a pawn of the environment, rather than active determiner of fate.

*Short-term perspective* - Deals with problems from the view of immediate consequences.

*Impatience* - Belief that success has been due to the ability to get things done faster than others, and fear of ceasing to do things faster and faster.

*Perfectionism* - Believes, "I can do it best so I will do it." Unable to delegate authority.

*Punctuality* - Always on time

*Tendency to be critical* - Ruminates over a past mistake

# Type C

- The Type C personality has difficulty expressing emotion and tends to suppress or inhibit emotions, particularly negative ones such as anger. Such individuals also display 'pathological niceness', conflict avoidance, high social desirability, over-compliance and over-patience
- While there's no clear-cut evidence that these personality characteristics can actually *cause* cancer, they influence the progression of cancer and, hence, the survival time of cancer patients

# Type D personality Traits

**Type D personality - the joint tendency to experience negative emotions and to inhibit these emotions while avoiding social contacts with others**

- experience increased negative emotions across time and situations and tend not to share these emotions with others, because of fear of rejection or disapproval
- Gloomy, anxious, and socially inept worrier
- Have fewer personal ties with other people and tend to feel less comfortable with strangers

# Type D personality Traits

- has a high risk of cardiac disorders
- Has a high risk of emotional disorders like depression

## ***Hardiness – Protective factor***

**In 1981 Illinois Bell Telephone (IBT) downsized from 26,000 to half**

**Dr. Salvatore R Maddi** and his team studied - 400 + supervisors, managers and executives at IBT (before and after downsizing till 1987)

**2/3 employees suffered significant performance, leadership and health declines**

**heart attacks, strokes, obesity, depression, substance abuse  
and poor performance reviews**

**1/3 thrived - under same conditions**

**maintained health, happiness and performance and felt renewed  
enthusiasm**

## **What made the two groups so different?**

Dr. Maddi found that those who thrived maintained

**three key beliefs**

that helped them turn adversity into an advantage

**COMMITMENT, CONTROL AND CHALLENGE ATTITUDES**

# ***Hardiness – Protective factor***

**Hardiness** comprises the three Cs:

**COMMITMENT** – involve oneself in whatever one is doing  
to approach life with a sense of curiosity and meaningfulness

**The Commitment attitude led them to strive to be involved in ongoing events, rather than feeling isolated**

**CONTROL** – related to Rotter's (1966) *locus of control*  
individual differences in people's beliefs regarding what controls  
events in their everyday lives

**The Control attitude led them to struggle and try to influence outcomes, rather than lapse into passivity and powerlessness**

**CHALLENGE** – a tendency to believe that change is normal in Life  
to anticipate change as an incentive to personal growth and  
development rather than a threat to security

**The Challenge attitude led them to view stress changes, whether positive or negative, as opportunities for new learning**

- **COMMITMENT AND CONTROL** associated with good health
- **CHALLENGE** is not always necessary
- **FEELING HELPLESS (NOT IN CONTROL)** and being **UNCOMMITTED** FIND THEMSELVES IN STRESSFUL CONDITIONS
- **OPTIMISTIC OUTLOOK TO LIFE - HEALTHIER**

Hardiness moderates the **stress-illness relationship** by reducing cognitive appraisals of threat, and reducing the use of regressive coping

**Funk, 1992**

# *Cultural/ethnic background*

- competitiveness and striving for achievement are common goals in capitalist societies, but probably not in more traditional, communal ones  
Penny, 1996
- the physical and mental health of African-Americans is worse than that of whites, especially in terms of the spread of AIDS and hypertension. While this is partly due to the direct negative effects of poverty, such as poor diet, low levels of education and poor medical care, there are many psychological and social stressors involved as well

Although these are extremely difficult to measure, especially across cultures:

*... there is little dispute that blacks in North America and Europe face a unique kind of stress – racial discrimination*

*Cooper et al., 1999*

# Stress itself as a cause of stress

Once emotional responses begin to build up, people will start responding in terms of their perception of these emotional changes as well as to the context

So emotional problems cause stress too, particularly feelings of inferiority, conscience and emotional conflict

Ex: **person who feels inferior** → under pressure, since every contact, every event in his life is a cue for the activation of this sense of inferiority

**Highly moral person** - imposes unattainable demands on self → failing to meet them causes stress

# STRESS MANAGEMENT

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# **SCIENTIFIC FOUNDATIONS OF STRESS**

NPTEL

# MODULE 5

# OUTLINE

- STRESS IN COLLEGE LIFE

NPTEL

# Case vignettes:

Case 1: AC- “I have low grades”

Case 2: BD – “I can’t understand the language”

Case 3: EG – “I can’t balance my academics and family”

# Developmental tasks during college years

- Achieving emotional independence from family
- Choosing and preparing for a career
- Preparing for emotional commitment and family life
- Developing an ethical system

Managing these transitional changes requires college students to develop new roles and modify old ones, and that can result in a great deal of stress

Chickering, A. and Havighurst, R. , 1998

# Chronic stress in college life

## Younger student / fresher:

- Leaving home - Life style changes - Adjustment to new place, food, climate, people
- Grades and performance
- Communication skills
- getting involved in College activities
- balancing academics and other social involvements

## Senior student:

- Career decisions
- relationship issues
- family responsibilities
- meaning in life

# Stress signals

- Here are a few common indicators:
- Difficulty concentrating
- Increased worrying
- Trouble completing assignments on time
- Not going to class
- Short temper or increased agitation
- Tension
- Headaches
- Tight muscles
- Changes in eating habits (e.g., “stress eating”)
- Changes in sleeping habits

# Effects of stress

- Sleep disturbance
  - Avoidance behaviour → Absentism
  - Poor academic performance
  - Internet / computer addiction
  - Social isolation
  - Alcoholism and substance abuse
- 
- Tension headache
  - Obesity
  - Irritable bowel syndrome
  - Clinical depression
  - Anxiety Disorders
  - Suicide

# Resilience studies on college settings

Check out the resources

at each participating university



[The Resilience Consortium](#) is an association of college and university faculty, learning services, and counseling services interested in understanding and encouraging resilience in students. [Read more...](#)

[Membership Information](#) is now available. [Follow this link](#) to learn more about becoming a member of The Resilience Consortium.

[Resilience](#) can be broadly understood as capacities for persistence, creativity, emotional intelligence, grit, cognitive flexibility, risk-taking, agency, adapting to change, delaying gratification, learning from failure, and questioning success.

[This collection](#) of resources from participating schools was created in the hopes of sparking conversations, collaborations, and new ideas for promoting resilience on college campuses.



[Brown University](#)



[Columbia University](#)



[Cornell University](#)



[Dartmouth College](#)



[Duke University](#)



[Harvard University](#)



[Princeton University](#)



[Stanford University](#)



[University of Chicago](#)



[University of Pennsylvania](#)

# Resilience studies...



The screenshot shows the top portion of a website. On the left is a circular logo for the Australian Government Department of Education and Training. The main heading is 'Student Resilience and Wellbeing'. Below the heading are three filter buttons: 'Parents and carers', 'Principals and teachers', and 'Students'. A paragraph of text follows, describing the government's recognition of schools' role in student wellbeing. To the right, there is a 'Latest News' section with two news items and a 'Show more news' link. On the left side of the page, there is a search bar with the text 'I need to find out about:' and a 'Find' button. Below the search bar are two links: 'Tips for searching this site' and 'Search documents'. At the bottom left, there is a vertical menu with four items: 'Schooling', 'Parent Information', 'Student Resilience and Wellbeing', and 'Resources'.

**Australian Government**  
Department of Education and Training

## Student Resilience and Wellbeing

**For:** [Parents and carers](#) [Principals and teachers](#) [Students](#)

The Australian Government recognises that schools play a vital role in promoting the social and emotional development and wellbeing of young Australians.

Student resilience and wellbeing are essential for both academic and social development and this is optimised by the provision of safe, supportive and respectful learning environments. Schools share this responsibility with the whole community.

Not only do confident, resilient children with a capacity for emotional intelligence perform better academically, these skills can also contribute to the creation of strong social bonds and supportive communities, and the

### Latest News

- [Support the National Day of Action against Bullying and Violence](#)
- [Safe Schools Coalition Australia launched](#)

[→ Show more news](#)

I need to find out about:

Type your search  [Find](#)

- [? Tips for searching this site](#)
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- Schooling
- Parent Information
- Student Resilience and Wellbeing**
- Resources

# **Resilience studies in College settings In India**

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**THANK YOU**