

A woman with dark curly hair, wearing a blue t-shirt, a grey jacket, and black pants, is walking on a dirt path in a forest. She is looking up and to the right. The path is surrounded by lush green ferns and trees. The background is slightly blurred, emphasizing the woman and the path.

Resilience & Well-Being for Graduate Students

Megan Kennedy, Director, UW Resilience Lab

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The background of the slide is a photograph of a large, multi-story brick building with a complex roofline featuring several gables and dormers. The building has many windows with white frames. In front of the building, there are some trees and a sidewalk. The overall image is slightly faded to make the text stand out.

The **UW Resilience Lab** is promoting well-being at the UW through education, research partnerships, and our core programs and initiatives.





WELL-BEING FOR LIFE & LEARNING

A GUIDEBOOK FOR ADVANCING STUDENT WELL-BEING
AT THE UNIVERSITY OF WASHINGTON

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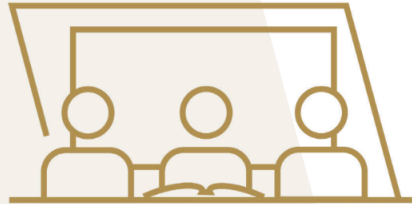


An 87-page guidebook that combines research, teaching practices, and personal testimony to help instructors support the whole student and promote resilience and compassion.



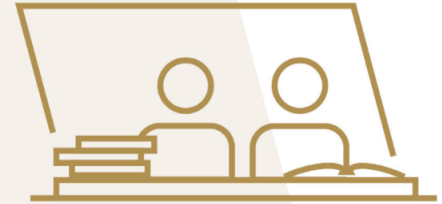
TEACHING FOR EQUITY AND ACCESS

Creating an atmosphere of belonging and addressing power, privilege, and oppression in the classroom (e.g., co-creating shared norms and expectations for class discussions).



NURTURING CONNECTION

Tending to the social connectedness students experience with others and supporting students as they build stronger connections and awareness within themselves (e.g., encouraging peer interaction through study groups).



FOUNDATIONS OF STUDENT WELL-BEING

BUILDING RESILIENCE COPING SKILLS

Teaching and modeling everyday practices to develop the four cornerstones of resilience: mindfulness, growth mindset, gratitude, and self-compassion (e.g., opening class with a few minutes of reflective journal writing).



CONNECTING TO THE ENVIRONMENT

Establishing an intentional and meaningful relationship between students and the places where they learn and grow (e.g., creating opportunities for students to learn outside).





Be REAL is a **six-week** program that equips participants with **cognitive behavioral skills** to cope with challenging situations, **mindfulness skills** to strengthen self-awareness, and **practices that encourage compassion** for themselves and others.

Each weekly session is 90 minutes and includes group discussions, partner activities, and guided contemplative practices.



*What is your
definition of resilience?*



The ability to become strong, healthy or successful again after something bad happens. The ability of something to return to its original shape after it has been pulled, bent, etc. An ability to recover from or adjust easily to misfortune or change.



Resilience is learnable.

What we think, do, and pay attention to changes
the structure and function of our brains.

What fires together, wires together .



AUTOMATIC STRESS RESPONSE

HYPERAROUSSED (Fight / Flight)

WINDOW OF
TOLERANCE

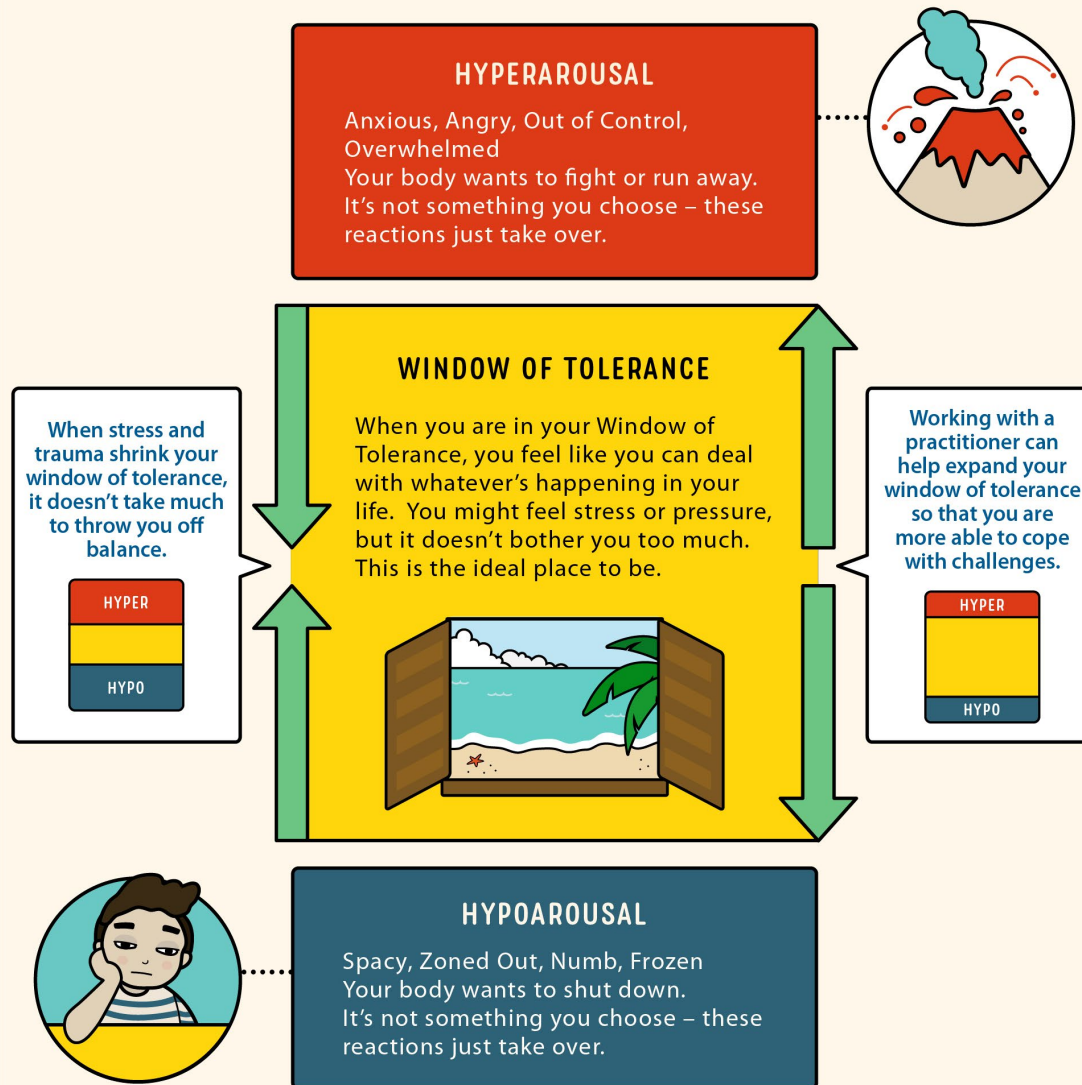


HYPO-AROUSSED (Freeze)



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How Trauma Can Affect Your Window Of Tolerance





GETTING KICKED OUT OF THE WINDOW OF STRESS TOLERANCE

Hyperarousal (Fight/Flight)

- Desire to fight or run away
- Say or do something we regret
- Interpersonal conflict

Hypoarousal (Freeze)

- Avoidance, procrastination, difficulty focusing, zoned out
- Isolation, excessive sleeping
- Numbness, body feels completely frozen



1-MINUTE F~~RE~~WRITE

Think of an example where you were kicked out of your window of tolerance. Did you go into **fight, flight, or freeze** mode? What **thoughts, feelings, or sensations** did you experience? What did you do?

PRACTICES FOR EXPANDING OR RETURNING TO THE WINDOW OF TOLERANCE



- > +2 Breathing
- > Movement
- > Progressive Muscle Relaxation



+2 BREATHING



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MOVEMENT

A group of students in a gymnasium, with their hands raised in the air, participating in a movement activity. The background is a bright, modern interior with large windows and a high ceiling. The students are wearing casual clothing, and the overall atmosphere is energetic and positive.

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PROGRESSIVE MUSCLE RELAXATION

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THE 3 P'S

PAUSE

Breathing/
grounding

PRESENT

Tune into
thoughts/
emotions

PROCEED

What is
needed to
be
effective?



DISCUSSION PROMPT

Share your observations of the concepts/practices introduced in today's workshop.



In the chat box, please share a word or phrase that describes your experience of - or one takeaway from - this workshop.

Thank you for being here.



THANK YOU

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