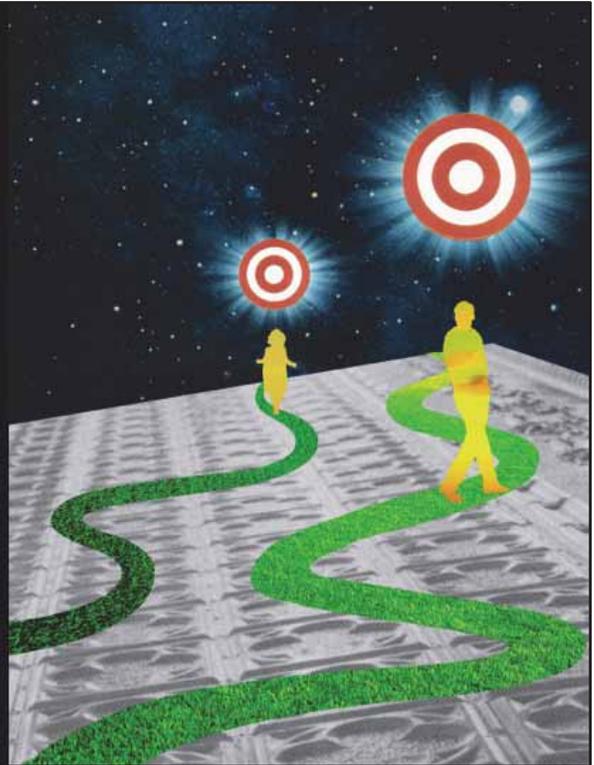


# From Survive to Thrive

## A Strengths-Based Resilience Approach

Tayyab Rashid, Ph.D., C.Psych  
Association of Atlantic Universities &  
Mount Allison University



Strengths are as authentic and as real as symptoms and disorders, and they are valued in their own right. Strengths are neither defenses nor Pollyannaish illusions. Attributes such as honesty, co-operation, gratitude, and kindness are as real as deception, competition, grudge, greed, and worry. The absence of mental illness does not necessarily mean the presence of well-being (Keyes & Eduardo, 2012).

Keyes, C. L. M., & J. S., Eduardo. (2012). To flourish or not: Level of positive mental health predicts ten-year all-cause mortality. *American Journal of Public Health, 102*, 2164–2172.

Strengths are not defenses. If they are, was Mother Teresa's compassion for the poor of Calcutta a defense to deal with her anxiety? Was Princess Diana's struggle to rid the world of land mines anger against Prince Charles? Was Gandhi's civil disobedience movement an attempt to sublimate anger against his father? Was Eleanor Roosevelt's altruism a compensation for her mother's narcissism and her father's alcoholism? Was Martin Luther King Jr.'s struggle for civic rights an attempt to overcome his inferiority complex? Are the strivings of Aung San Suu Kyi of Burma, Ken SaroWiwa of Nigeria, and Shirin Ebadi of Iran mere defensive masks to hide their unconscious

Rashid, T. (2015). Positive psychotherapy: A strength-based approach. *The Journal of Positive Psychology, 10*(1), 25–40. <http://doi.org/10.1080/17439760.2014.920411>

## Acknowledgements

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Human nature has an inherent capacity for Growth, fulfillment, and flourishing

## 2. Positive Emotions and Traits are Authentic as Symptoms,

- Competition --- Cooperation
- Grudges --- Gratitude
- Hubris --- Humility
- Insults --- Compliments
- Indulgence --- Self-regulation

Scheel, M. J., Davis, C. K., & Henderson, J. D. (2012). Therapist Use of Client Strengths: A Qualitative Study of Positive Processes. *The Counseling Psychologist*, 41(3), 392–427. doi:10.1177/0011000012439427

**Flourish**  
All UTSC students

**Strengths-Based Resilience (SBR)**  
Students with mental health challenges

**Assessment Gateway**

**Facilitator Training Assessment**

Ambassador Training

The Becoming

Focused Workshops

UTSC

Shoniker

TDSB

# Flourish: Know Thy Self & Grow Thy Self

- Stress Level
- Well-being
- Signature Strengths
- Academic Engagement
- ***You as Whole***

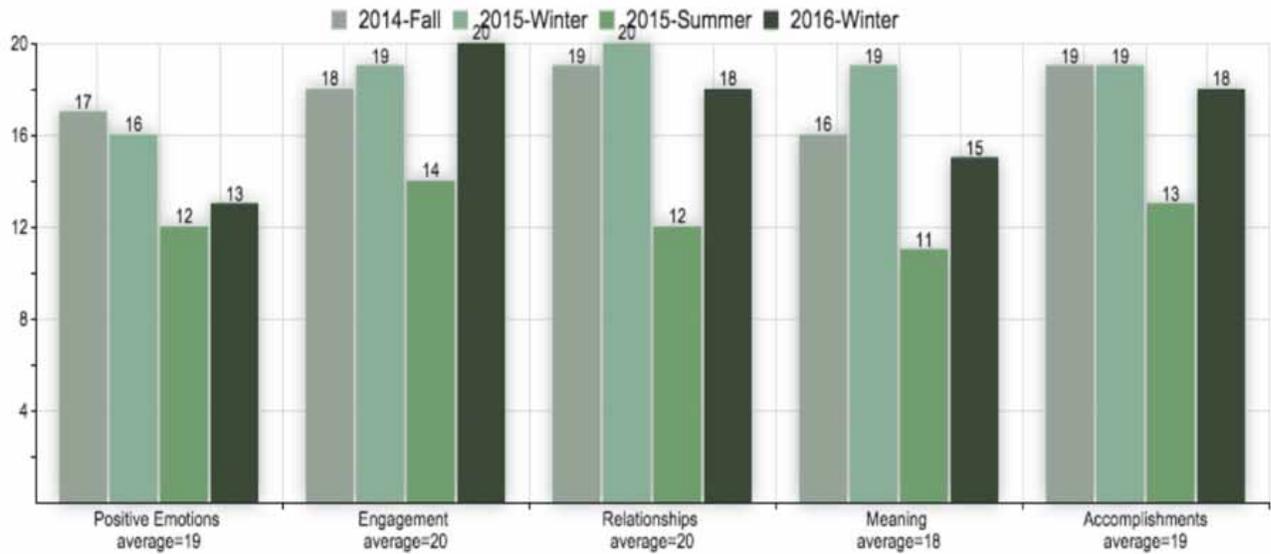


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- 
- **Curiosity:** You find yourself interested in exploring new things. When things are not clear, you strive to explore them further. You are fascinated by new topics and constantly ask questions to discover more about them. You are able to focus sharply on acquiring new information about a specific topic. Also, you are open to experiencing new and different things.
  - **Kindness:** You are a kind and generous person who loves doing favors and good deeds for others, even for those you don't know well. You are never too busy to do a favor for a friend or family member; in fact, you enjoy doing that. You are always more inclined to give than to receive. Your acts of kindness are in the best interest of the other person, not to fulfill your own needs and wishes.
  - **Love of Learning:** You love to learn new things -- in school or on your own. You make very good use of opportunities where you can gain knowledge about skills, concepts, ideas, and facts. You have always enjoyed school and reading. When it comes to learning, you are persistent; even if you get frustrated or distracted, you refocus and don't give up until you have mastered the topic or skill.
  - **Gratitude:** You never take things for granted and appreciate the good things in your life. When someone does a good thing for you, you just don't say "thank you," but also take time to express your heartfelt thanks through words and action. You recognize that it is important to sit down and regularly count your blessings. Therefore, you savour looking at the pictures and other memorabilia of the pleasant memories of the past. You share your joys and pleasant experiences with others with enthusiasm.
  - **Modesty and Humility:** You always let your accomplishments speak for themselves and do not seek the spotlight. You do not regard yourself as a special person, nor do you insist on being treated specially. You usually do not use status symbols (e.g., brand-name clothes or products) to impress others. Also, if you excel at something, you do not make others feel bad who may not be good at that. You are aware of your shortcomings and do not hesitate to admit them. Others recognize you as a humble or modest person.

# Well-being [understand each score](#)



Average: Average score is based on a sample of about 1100 first year UTSC students.

# Student Engagement: Strategies & Resources

## Resources:

- **Assignment:** This relates to your ability to organize your personal time to ensure that you are able complete assignments in a timely and effective manner. Fostering strategies for managing assignments is essential to academic success.
- **Campus Engagement:** This represents your interest in becoming involved in university activities. Students engaged on campus take on leadership roles, join university clubs and organizations, and participate in extracurricular activities. Campus engagement is a strong predictor of student persistence. There are many ways of becoming involved on campus.
- **Classroom Behavior:** This relates to your ability to engage with classroom material in a manner that allows for effective learning. Structuring your learning strategies to ensure that you learn at a manageable and efficient rate throughout the semester is important to effective learning and performance at university.
- **Exam/Presentation Behavior:** Exams and presentations provide a unique source of stress that many students can find particularly difficult to deal with, even if they are otherwise excellent students. Fortunately, as with all skills, learning strategies and practicing how to apply them can increase confidence and decrease the anxiety associated with exam writing and presentation delivery.
- **Motivation:** This is your level of commitment to your undergraduate education. Students committed to their education understand that a degree is essential to achieve academic and career goals and are committed to staying in school. Education commitment is one of the best predictors of student persistence. Many factors contribute to student motivation and you have the power to make changes in order to improve your own motivation.
- **Resilience:** This refers to how positively you might respond to challenging academic or life events. Resilient students are able to respond appropriately to life's challenges and remain focused on their academic and career goals. By exercising your own personal and community resources, you are able to cultivate your own resiliency.

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# THE BECOMING

Join us for a  
**one-day leadership retreat** to  
**explore, express & enhance**  
your strengths and aspirations

Open to all students. Lunch and refreshments will be provided. Space is limited.



**THUR. FEB 18**  
10:00 AM - 4:00 PM



**TPASC**  
RM 1050



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Click on  
Events & Workshops



Click on  
Scarborough Calendar

## FLOURISH

[utsc.utoronto.ca/flourish](https://utsc.utoronto.ca/flourish)

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## WHY STRENGTHS?

- **PLEIS-TO-CEAN BRAIN**

FUNDAMENTAL NEGATIVE BIAS

NEGATIVE

NEGATIVE FEEDBACK, IMPRESSIONS &  
STEREOTYPES

NEGATIVES MORE POTENT AND  
PERVASIVE

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Baumeister, R. F., Bratslavsky, E., Finkenauer, C. & Vohs, K. D. (2001). Bad is stronger than good. *Review of General Psychology*, 5, 323-370.

Add Reference to Loss Aversive and Gain Sensitive Part:

Our brain is still Pleis-to-cean or Glacial one, remember failures, notice when tongue was irritated, when there was a stone in the shoe, when no water in the tap.

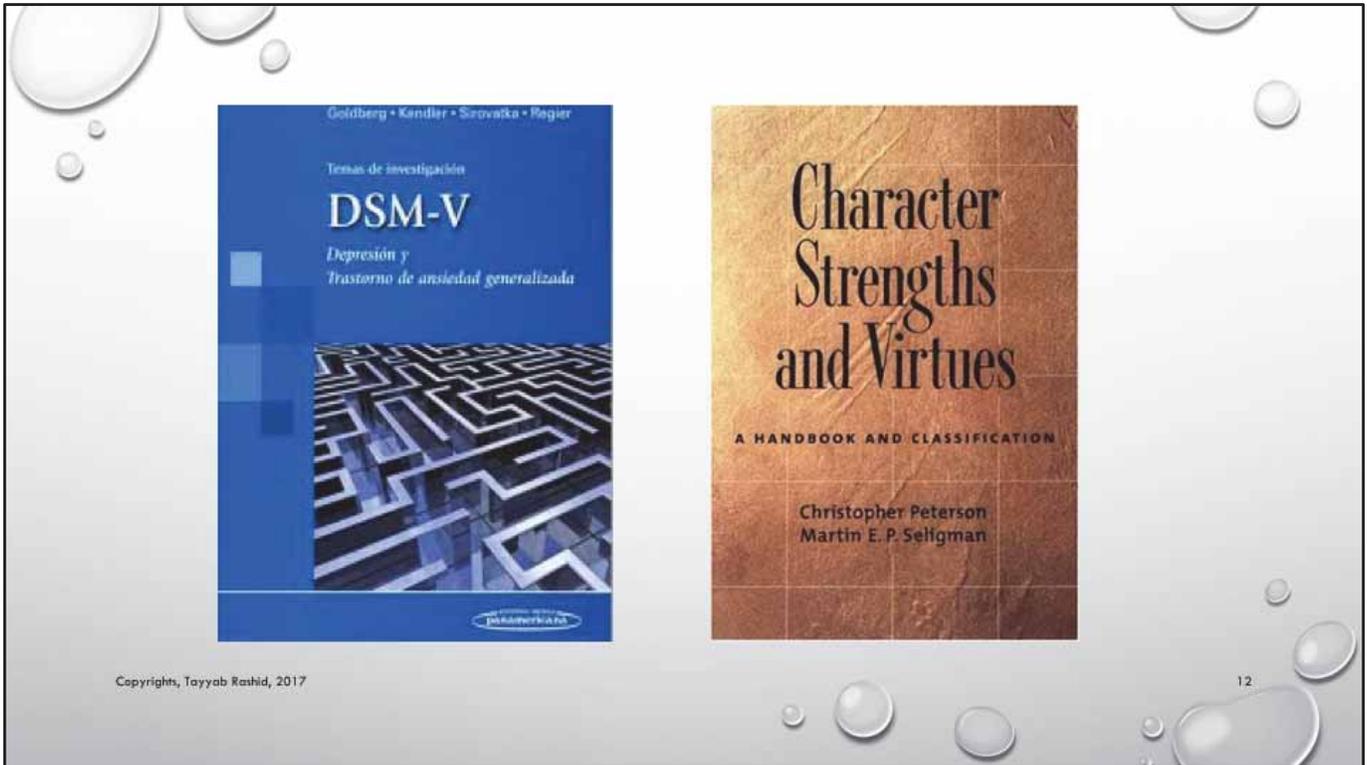
**“Fundamental Negative Bias”**

Bad emotions, bad parents, bad feedback

Bad impressions and stereotypes

More loss aversive than gain sensitive

Image Source: <http://www.tiptoplifestyle.com/wp-content/uploads/2014/06/Negativity-2.png>



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American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-V)*. Arlington, VA: American Psychiatric Association.

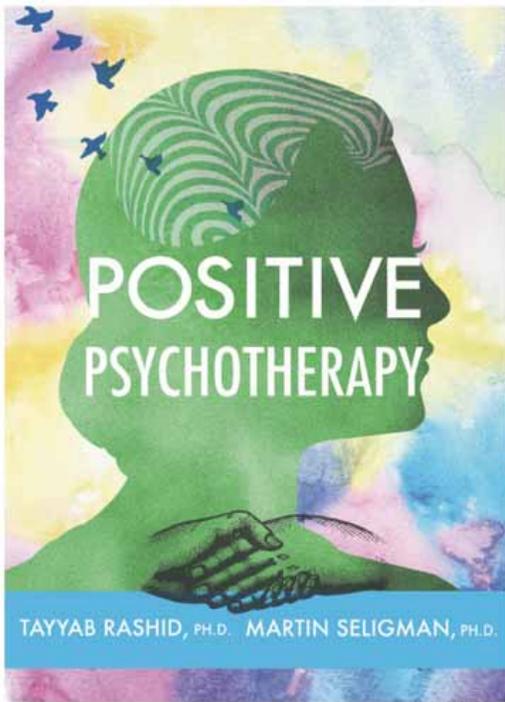
Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York and Oxford: Oxford University Press and Washington, DC: American Psychological Association.

## SIGNATURE STRENGTHS PROFILE

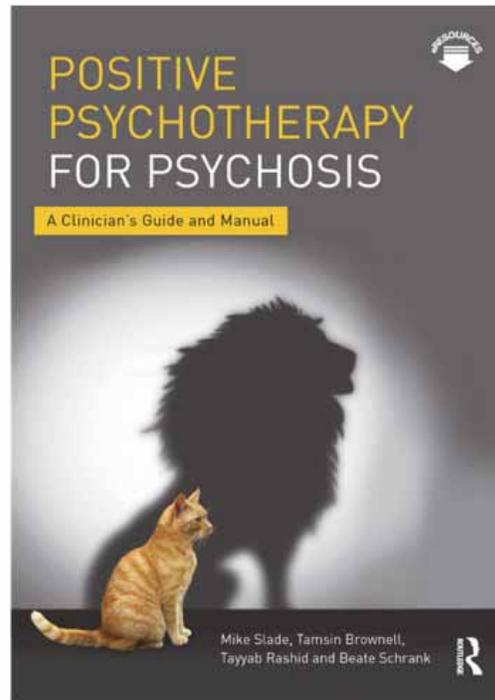
	Self Heart	Self Head	Family	Friend	Teacher	SSQ-72	Total	Under/Over	Desired
Love									
Hope									
Zest									
Curiosity									
Gratitude									
Self-regulation									
Grit									

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Rashid, T. (2013). Assessing Strengths in Clinical Practice (2013). In G. P. Koocher, J. Norcross, & B. A. Greene (eds.), *Psychologists' Desk Reference, Third Edition*, (pp-64-67), NY: Oxford.



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Contents lists available at ScienceDirect

## Behaviour Research and Therapy

journal homepage: [www.elsevier.com/locate/brat](http://www.elsevier.com/locate/brat)



Shorter communication

### Group therapy for university students: A randomized control trial of dialectical behavior therapy and positive psychotherapy



Amanda A. Uliaszek<sup>a,\*</sup>, Tayyab Rashid<sup>b</sup>, Gregory E. Williams<sup>a</sup>, Tahira Gulamani<sup>a</sup>

<sup>a</sup> University of Toronto Scarborough, 1265 Military Trail, Toronto, Ontario, Canada

<sup>b</sup> The Health and Wellness Centre at the University of Toronto Scarborough, 1265 Military Trail, Toronto, Ontario, Canada

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## DBT-PPT

(ULIASZEK, RASHID, WILLIAMS & GULMANI, 2016)

	Effect Size	
	DBT (n=26)	PPT (n=26)
Depression Sxs	1.00	0.48
BPD Sxs	0.76	1.29
LPI	1.23	1.13
SCL-Anxiety	0.61	0.44
DTS	0.71	0.38
KIM	1.07	0.53
Ave # of sessions	7.17	5.13
Drop-out	15%	44%

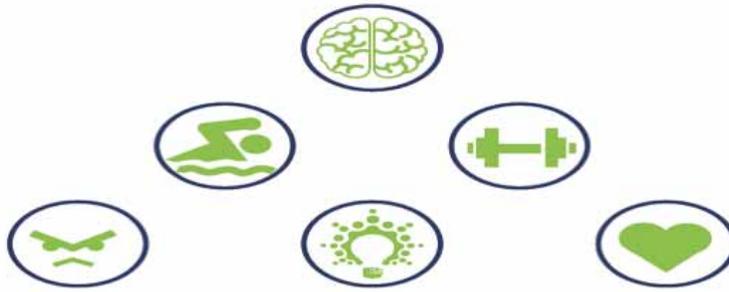
LPI: Life Planning Inventory  
 DTS: Distress Tolerance Scale  
 SCL: Symptom Check List  
 KIM: Kentucky Inventory of Mindfulness  
 For full details of the Study see:

Uliaszek, A. A., Rashid, T., Williams, G. E., & Gulamani, T. (2016). Group therapy for university students: A randomized control trial of dialectical behavior therapy and positive psychotherapy. *Behaviour Research and Therapy*, 77, 78-85.

<http://www.sciencedirect.com/science/article/pii/S0005796715300681>

strength based resilience  
**MIND & BODY GROUP**

Wednesdays 3:15 – 4:45pm  
FREE 10-week program  
Studio 1 – Toronto Pan Am Sports Centre  
January 11<sup>th</sup> – March 29<sup>th</sup>, 2017



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- Does this generation faces greater combined pressure, and is more emotionally open and expressive, giving impression they are less resilient?
- Is resilient in some ways but not in others?
- Are there greater socio-cultural & ecological factors which make them less resilience

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Does this generation faces greater combined pressure, and is more emotionally open and expressive, giving impression they are less resilient?

Is resilient in some ways but not in others?

Are there greater socio-cultural & ecological factors which make them less resilience

## How Familiar these States are?

- *“College students can’t emotionally handle a B, let alone an F, these days.”*
- *“These kids just aren’t resilient anymore.”*
- *“Millennials have less coping skills than we did in my day.”*
- *“Why can’t they just grow up and deal with reality like we did?”*

(Rosenbaum & Weatherford, 2017)

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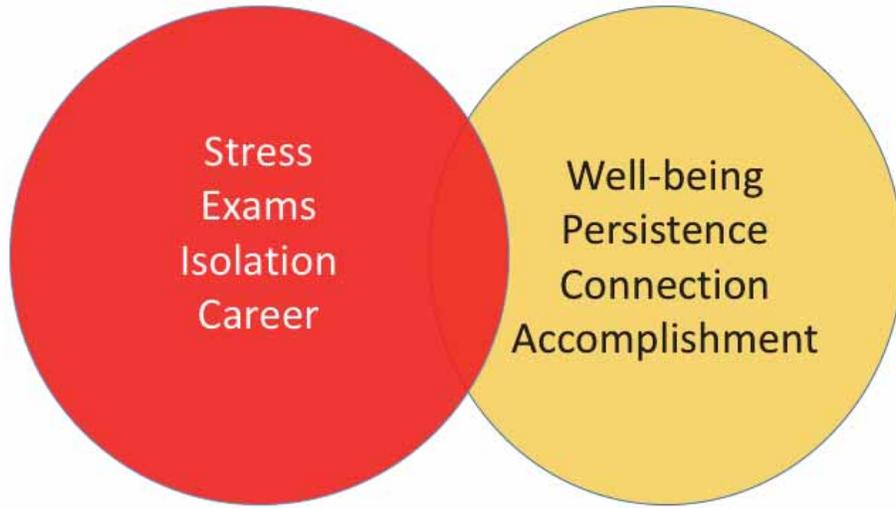
19

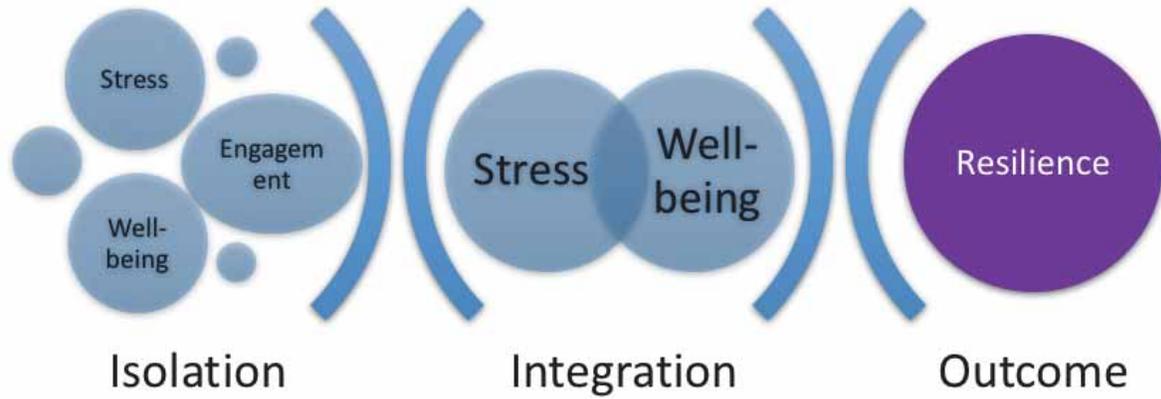
Rosenbaum, P., & Weatherford, R. D. (2017). Resilience in college students. *Journal of College Student Psychotherapy, 31*(2), 91.

## Survive & Thrive



## Survive & Thrive





Isolation

Integration

Outcome

## MEANING & PURPOSE

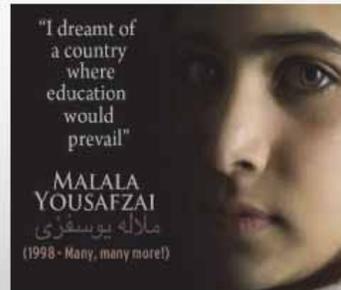
BELONG & SERVING SOMETHING LARGER THAN YOURSELF (SELIGMAN, 2002)

- COHERENT UNDERSTANDING OF THE WORLD

(STILLMAN & BAUMEISTER, 2009)

- DOESN'T NEED TO BE GRAND, LIFE-ENCOMPASSING

- SITUATIONAL MEANING, IN RELATION TO SMALLER SCALE EVENT
- ADDS TO LONG-TERM GOALS  
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MAN'S  
SEARCH FOR  
ULTIMATE  
MEANING



Viktor E. Frankl

Author of the Worldwide Best-Seller, Man's Search for Meaning

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Purpose is a central, self-organizing life aim that organizes and stimulates goals, manages behaviors, and provides a sense of meaning

A sense of purpose buffers against hopelessness and uncontrollability

**Stilman & Baumeister's four reasons:**

1. Find a purpose in life, have goals,
2. A sense of *efficacy or control*
3. Legitimizes or justify actions
4. Congregate or sense of community

Purpose is a central, self-organizing life aim that organizes and stimulates goals, manages behaviors, and provides a sense of meaning

A sense of purpose buffers against hopelessness and uncontrollability

Stillman, T. F., & Baumeister, R. F. (2009). Uncertainty, belongingness, and four needs for meaning. *Psychological Inquiry*, 20, 249–251.

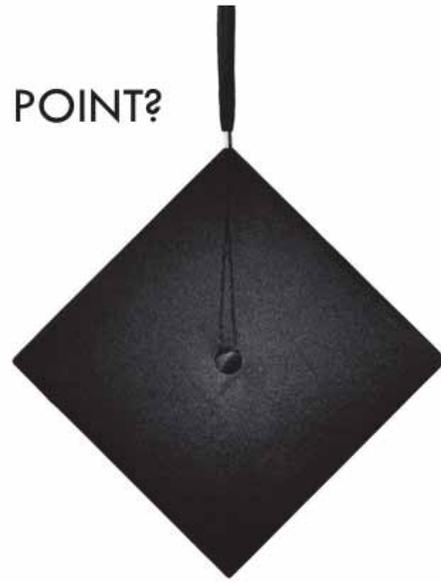
# Video

HUGO

You tube: <https://youtu.be/kPYWFyDdYno>

## WHAT IS THE POINT?

- DEVELOPING A PURPOSE IN LIFE – BROAD LEARNING OUTCOME DERIVED FROM OVERARCHING GOALS OF HIGHER EDUCATION (KEELING, 2004)
- BUFFERS AGAINST SUBSTANCE ABUSE & SUICIDAL IDEATION
- PURPOSE IN LIFE, & FACULTY-STUDENT INTERACTION SIGNIFICANTLY PREDICTS ACADEMIC ENGAGEMENT



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<https://static01.nyt.com/images/2015/09/13/magazine/13intro/13intro-master1050-v5.jpg>

individuals highly aware of their broad and strong purpose are able to organize their life and manage their thoughts, actions, and emotions in a manner consistent with physical and mental health and well-being (McKnight & Kashdan, 2009)

# RESOURCES

## **STRENGTHS BASED RESILIENCE**

[HTTPS://STRENGTHSBASEDRESILIENCE.COM/](https://strengthsbasedresilience.com/)

## **FLOURISH**

- [HTTP://WWW.UTSC.UTORONTO.CA/FLOURISH/BUILDING-YOUR-STRENGTHS/](http://www.utsc.utoronto.ca/flourish/building-your-strengths/)

## • **LET IT RIPPLE: STRENGTHS-BASED RESOURCE**

- [WWW.LETITRIPPLE.ORG/CHARACTER](http://www.letitripple.org/character)

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- Rosenbaum, P., & Weatherford, R. D. (2017). Resilience in college students. *Journal of College Student Psychotherapy*, 31(2), 91.