

**МІНІСТЕРСТВО КУЛЬТУРИ ТА СТРАТЕГІЧНИХ КОМУНІКАЦІЙ УКРАЇНИ
ХАРКІВСЬКА ДЕРЖАВНА АКАДЕМІЯ КУЛЬТУРИ**

**ФАКУЛЬТЕТ КУЛЬТУРОЛОГІЇ ТА СОЦІАЛЬНИХ КОМУНІКАЦІЙ
КАФЕДРА ПСИХОЛОГІЇ, ПЕДАГОГІКИ ТА ФІЛОЛОГІЇ**

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“FORMATION AND DEVELOPMENT OF RESILIENCE” «Формування та розвиток резильєнтності» - конспект лекцій (англійською мовою) призначений для підготовки бакалаврів зі спеціальності «053 Психологія», для яких вона є професійно значущою дисципліною. Конспект лекцій має забезпечити засвоєння необхідного обсягу психологічних знань у системі вищої професійної освіти. Мета курсу полягає у формуванні глибоких знань про резильєнтність як психологічне явище, розвиток навичок та технік, спрямованих на підвищення резильєнтності, здатності застосовувати ці знання та навички в професійній діяльності для підтримки психологічного благополуччя себе та інших.

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**FORMATION AND DEVELOPMENT OF RESILIENCE:
LECTURE NOTES**

CONTENTS

Lecture 1: Psychology of traumatic stress.....	5
Lecture 2: Resilience as a resource coping with traumatic stress.....	17
Lecture 3: Cognitive component in the structure of resilience.....	32
Lecture 4: Values, meanings and goals in the structure of resilience.....	39
Lecture 5: Effective coping in the structure of resilience.....	47
Lecture 6: Resourcing in the formation and development of resilience.....	51
Lecture 7: Psychological support for the development of student youth's resilience	58
Lecture 8: Resilience, post-traumatic growth and positive aging.....	64
Lecture 9: Psychotechnology for the development of resilience in psychologists/ psychotherapists.....	73
Lecture 10: Psychological education as a direction of support and self-help in the development of resilience.....	81

Lecture 1: Psychology of traumatic stress.

1. *The concept of psychological trauma. Psychological and medical understanding of psychotrauma. Types of severe stressors.*
2. *Classifications of reactions to traumatic stress.*
3. *Acute stress reaction in a psychotraumatic situation.*
4. *Diagnostic criteria for PTSD.*
5. *Diagnostic criteria for CPTSD.*
6. *Diagnostic criteria for attachment disorder.*
7. *Diagnostic criteria for a complicated burn reaction.*

Key words: traumatic stress, post-traumatic stress disorder (PTSD), coping mechanisms, acute stress reaction, chronic stress, trauma response, stressors, emotional impact, trauma recovery psychological resilience

1. The concept of psychological trauma.

The definition of "psychological trauma", widely accepted by the scientific community, is undoubtedly the one provided by Janet's French psychodynamic school, which identifies it as one or more events that, due to their characteristics, can alter the subject's psychic system, threatening to fragment mental cohesion. Psychological trauma refers to the emotional response to an event or series of events that are deeply distressing or disturbing. It results in lasting adverse effects on an individual's mental, physical, social, emotional, or spiritual well-being.

Psychological and medical understanding of psychotrauma:

Psychological perspective:	Medical perspective:
Focuses on the emotional and cognitive impact, emphasizing feelings of helplessness, fear, and horror.	Examines the physiological and neurological responses, including changes in brain function and stress hormone levels.

Psychological trauma poses no less danger to a person and can have a much stronger and more profound impact on their health than a physical illness, and therefore it is necessary to investigate this problem for further effective solution.

A stressor is any event, situation, or external stimulus that causes a stress response in the body. Common types of stressors include financial, social, and occupational stressors, or those due to life changes. Stressors are highly individual, meaning what may be stressful for one person might not affect another person in the same way. Stressors can also vary significantly in type, duration, and intensity. Understanding different types of stressors is important for managing stress.

Situations that can cause stress

Type of stress factors	Explanation	Examples
<i>Physical environment</i>	The environment in which an individual lives or works can significantly influence stress levels. Physical stressors in the environment or within a person's body that cause physical strain and trigger Trusted Source a stress response.	environmental toxins, light pollution, bright lights, noise, discomfort due to excessive heat, natural disasters, discomfort due to excessive cold, weather (extreme weather or temperature conditions), traffic.
<i>Physical</i>	Physical stressors are factors within a person's body that cause physical strain and trigger Trusted Source a stress response. They can vary widely in form and intensity, but all have the potential to affect a person's health and well-being.	nutritional deficiencies, physical illness, physiological demands, poor diet, sleep deprivation.
<i>Social / relational</i>	Social stressors are aspects of social interactions and societal structures that cause Trusted Source stress and strain on individuals. These stressors can stem from the complexities of relationships, societal norms, and expectations.	rudeness or aggression in others, conflict with others, not spending enough time with important people, lack of social support, loneliness, cyberbullying or online harassment, discrimination and stigma, life transitions leading to social role changes, parenting challenges, peer pressure, relationship issues, social expectations and roles, social isolation, workplace social dynamics.
<i>Financial</i>	Financial stressors are the pressures and challenges associated with money, personal finances, and economic conditions. These stressors can arise	taxes, unpaid bills, unplanned expenses, the pressure of "making ends meet", cost of living increases, debt and loans, economic uncertainty, educational expenses, healthcare expenses,

	from a variety of sources and can have significant Trusted Source effects on both mental and physical health.	insufficient income, lack of retirement savings, living paycheck to paycheck, unexpected expenses.
<i>Organizational</i>	Work-related stress is a common experience influenced by several organizational factors	overly restrictive rules or regulations, school or work deadlines, pressure to pass a course or get a good grade, aggressive or high-pressure work culture, job security, lack of control
<i>Life events</i>	Life events are significant occurrences that can disrupt an individual's routine and emotional balance.	death of a loved one, losing a job, illness, starting university, work promotion, birth of a child, marriage, winning the lottery, divorce or relationship issues, moving
<i>Lifestyle choices</i>	Lifestyle choices refer to the daily decisions individuals make that affect their overall well-being.	not enough sleep, too much caffeine, too much alcohol, drug consumption, poor time management, poor diet
<i>Physiological</i>	Psychological stressors are events or situations that challenge an individual's mental or emotional equilibrium. They are often subjective, varying significantly from person to person depending on their experiences, coping mechanisms, and personal resilience.	poor health, physical illness, pregnancy, injury, academic pressures, caring for others, dealing with loss, family conflicts, life transitions, perfectionism or self-imposed pressures, personal health concerns, traumatic events, isolation

Types of severe stressors:

- natural disasters: earthquakes, hurricanes, floods.
- human-made disasters: war, terrorism, accidents.
- personal traumas: abuse, assault, severe illness, loss of a loved one.

Many people, over the course of their lives, have experienced acute stress, a dramatic physiological and psychological reaction to a specific event. Stress is actually a normal part of life. At times, it serves a useful purpose. Stress can motivate you to

get that promotion at work, or run the last mile of a marathon. But if you don't get a handle on your stress and it becomes long-term, it can seriously interfere with your job, family life, and health.

2. Classifications of reactions to traumatic stress.

Today, the four most commonly known trauma response types include fight, flight, freeze, and fawn. Each of these actions is an adaptive, functional short-term survival counteraction.

Fight. The fight response involves a confrontational stance toward perceived threats, manifested through actions like kicking, punching, or verbal aggression. It is often associated with quick anger and self-criticism when feeling internally threatened. Healthy expressions of this response can help establish and maintain boundaries.

Flight. The flight response entails avoiding danger, either literally or metaphorically. This can include physically leaving stressful situations or engaging in behaviors like substance abuse to escape emotional pain. Individuals may also isolate themselves or seek external validation through over-sharing or hyper-sexualization (where youth develop unhealthy and excessive sexual relationships, pornography habits, and flirtatious behavior that go beyond inappropriate or expected teenage relationships); hyper-independence (where one avoids relying on others, is another manifestation of the flight response).

Freeze. The freeze response occurs when fight or flight are not viable options. It involves hypervigilance and immobility, allowing the individual to assess the situation and determine the best course of action. Binge eating is an example of the freeze response, serving as a coping mechanism to avoid facing the traumatic situation directly.

Fawn. The fawn response involves appeasing the threat by mirroring behaviors or excessively pleasing others, often at the expense of one's boundaries. This response stems from a need for social connection and co-regulation. Individuals demonstrating this response may be overly agreeable, exhibit codependent behaviors, and avoid confrontation to prevent disappointing others.

Fight	Flight	Freeze	Fawn
Angry	Fearful	Helpless	Co-dependence
Combative	Anxious	Overwhelm	Anxious
Threatening	Avoidance	Stuck	People-pleasing
Screaming	Run away	Shut down	No boundaries
Demanding	Procrastination	Zone out	Flattering others
Controlling	Withdrawal	Unresponsive	Can't speak up
Defensive	Hide	Isolate	Easily controlled

Each response serves as a coping strategy for managing stress and trauma, though they can also lead to maladaptive behaviors if not addressed appropriately. Understanding these responses is crucial for developing effective therapeutic interventions and supporting individuals in building healthier coping mechanisms.

The way a person reacts to trauma depends on the type and severity of the traumatic event, whether the person has any previous relevant experience or training, if they are active or helpless, the amount of available support following the incident, other current stressors in the person’s life, their personality, natural levels of resilience, and any previous traumatic experiences.

Acute reactions	Chronic reactions	Other reactions
Acute Stress Disorder (ASD): occurs within the first month after the trauma, characterized by severe anxiety, dissociation, and other symptoms.	Post-Traumatic Stress Disorder (PTSD): long-term condition arising from prolonged or repeated exposure to traumatic events.	Complex PTSD: resulting from prolonged exposure to traumatic events, often involving interpersonal relationships (e.g., ongoing abuse).
immediate responses: shock, denial, confusion, agitation.	symptoms: intrusive memories, avoidance behaviors, negative changes in mood and cognition, heightened arousal.	dissociative disorders: includes depersonalization, derealization, and dissociative identity disorder.

3. Acute stress reaction in a psychotraumatic situation.

Acute stress reaction (ASR, also known as psychological shock, mental shock, or simply shock) and ASD is a psychological response to a terrifying, traumatic or surprising experience. Acute stress reaction appears immediate or shortly after the traumatic event. **Symptoms:** intense fear, helplessness, or horror; physical reactions like sweating, heart palpitations, and difficulty breathing; cognitive symptoms such as confusion and difficulty concentrating.

Combat stress reaction (CSR) is a similar response to the trauma of war. The reactions may include but are not limited to intrusive or dissociative symptoms, and reactivity symptoms such as avoidance or arousal. It may be exhibited for days or weeks after the traumatic event. If the condition is not correctly addressed, it may develop into PTSD.

Sympathetic acute stress disorder is caused by the release of excessive adrenaline and norepinephrine into the nervous system. These hormones may speed up a person's pulse and respiratory rate, dilate pupils, or temporarily mask pain. This type of ASD developed as an evolutionary advantage to help humans survive dangerous

situations. The "fight or flight" response may allow for temporarily-enhanced physical output, even in the face of severe injury. However, other physical illnesses become more difficult to diagnose, as ASD masks the pain and other vital signs that would otherwise be symptomatic.

Parasympathetic acute stress disorder is characterized by feeling faint and nauseated. This response is fairly often triggered by the sight of blood. In this stress response, the body releases acetylcholine. In many ways, this reaction is the opposite of the sympathetic response, in that it slows the heart rate and can cause the patient to either regurgitate or temporarily lose consciousness. The evolutionary value of this is unclear, although it may have allowed for prey to appear dead to avoid being eaten.

Coping mechanisms:

- **adaptive strategies:** seeking support from others, engaging in physical activity, practicing mindfulness or relaxation techniques.

- **maladaptive strategies:** substance abuse, withdrawal from social interaction, denial or avoidance of the trauma.

The early intervention can include crisis counseling (immediate psychological support to help process the trauma and develop coping strategies) and even medical attention (addressing any physical injuries and monitoring for severe psychological reactions).

By understanding the concept of psychological trauma, classifications of reactions to traumatic stress, and the nature of acute stress reactions, we can better support individuals experiencing traumatic stress and implement effective interventions to promote recovery.

4. Diagnostic criteria for PTSD.

A. Exposure to a traumatic event. The person must have been exposed to actual or threatened death, serious injury, or sexual violence in one (or more) of the following ways:

1. Directly experiencing the traumatic event(s).
2. Witnessing, in person, the event(s) as it occurred to others.
3. Learning that the traumatic event(s) occurred to a close family member or close friend. In cases of actual or threatened death of a family member or friend, the event(s) must have been violent or accidental.
4. Experiencing repeated or extreme exposure to aversive details of the traumatic event(s). (e.g., first responders collecting human remains, police officers repeatedly exposed to details of child abuse).

B. Intrusion symptoms. The traumatic event is persistently re-experienced in one (or more) of the following ways:

1. Recurrent, involuntary, and intrusive distressing memories of the traumatic event.

2. Recurrent distressing dreams in which the content or affect of the dream is related to the traumatic event.

3. Dissociative reactions (e.g., flashbacks) in which the individual feels or acts as if the traumatic event is recurring.

4. Intense or prolonged psychological distress at exposure to internal or external cues that symbolize or resemble an aspect of the traumatic event.

5. Marked physiological reactions to internal or external cues that symbolize or resemble an aspect of the traumatic event.

C. Persistent avoidance

Persistent avoidance of stimuli associated with the traumatic event, beginning after the traumatic event occurred, as evidenced by one or both of the following:

1. Avoidance of or efforts to avoid distressing memories, thoughts, or feelings about or closely associated with the traumatic event.

2. Avoidance of or efforts to avoid external reminders (people, places, conversations, activities, objects, situations) that arouse distressing memories, thoughts, or feelings about or closely associated with the traumatic event.

D. Negative alterations in cognitions and mood

Negative alterations in cognitions and mood associated with the traumatic event, beginning or worsening after the traumatic event occurred, as evidenced by two (or more) of the following:

1. Inability to remember an important aspect of the traumatic event (typically due to dissociative amnesia).

2. Persistent and exaggerated negative beliefs or expectations about oneself, others, or the world.

3. Persistent, distorted cognitions about the cause or consequences of the traumatic event that lead the individual to blame themselves or others.

4. Persistent negative emotional state (e.g., fear, horror, anger, guilt, or shame).

5. Markedly diminished interest or participation in significant activities.

6. Feelings of detachment or estrangement from others.

7. Persistent inability to experience positive emotions (e.g., inability to experience happiness, satisfaction, or loving feelings).

E. Alterations in arousal and reactivity

Marked alterations in arousal and reactivity associated with the traumatic event, beginning or worsening after the traumatic event occurred, as evidenced by two (or more) of the following:

1. Irritable behavior and angry outbursts (with little or no provocation) typically expressed as verbal or physical aggression toward people or objects.

2. Reckless or self-destructive behavior.

3. Hypervigilance.

4. Exaggerated startle response.

5. Problems with concentration.
6. Sleep disturbance (e.g., difficulty falling or staying asleep, or restless sleep).

F. Duration of the disturbance (Criteria B, C, D, and E) is more than one month.

G. The disturbance causes clinically **significant distress** or impairment in social, occupational, or other important areas of functioning.

H. Exclusion. The disturbance is not attributable to the physiological effects of a substance (e.g., medication, alcohol) or another medical condition.

Understanding these criteria is crucial for accurately diagnosing PTSD and providing appropriate treatment and support for individuals experiencing this condition.

5. Diagnostic criteria for CPTSD.

Complex Post-Traumatic Stress Disorder (CPTSD) is a condition that arises from prolonged or repeated exposure to traumatic events, particularly those from which escape is difficult or impossible. It is recognized in the International Classification of Diseases (ICD-11) and includes many of the symptoms associated with PTSD, along with additional criteria. Here are the diagnostic criteria for CPTSD:

Core Symptoms of PTSD:

- 1) **re-experiencing the trauma:** intrusive memories, flashbacks, or nightmares about the traumatic event(s).
- 2) **avoidance:** efforts to avoid thoughts, feelings, people, places, and activities that are reminders of the trauma.
- 3) **sense of current threat:** hypervigilance, exaggerated startle response, and feelings of danger.

Additional symptoms of CPTSD:

- 1) **affective dysregulation:** difficulty in managing emotions, such as persistent sadness, suicidal thoughts, explosive anger, or inhibited anger.
- 2) **negative self-concept:** persistent beliefs about oneself as diminished, defeated, or worthless. these may be accompanied by deep feelings of shame, guilt, or failure.
- 3) **disturbed relationships:** difficulties in sustaining relationships or feeling close to others. this may manifest as difficulties in trust, intimacy, or feeling disconnected from others.

Symptoms must persist for an extended period, typically several months or more. Significant impairment in personal, social, occupational, or other important areas of functioning. The symptoms must not be better explained by another mental health condition (e.g., Borderline Personality Disorder, Major Depressive Disorder). The condition must stem from exposure to an event or series of events that are extremely threatening or horrific. Structured interviews and standardized questionnaires specifically designed for diagnosing CPTSD can be used to assess these symptoms.

It's important for a thorough assessment to be conducted by a qualified mental health professional to differentiate CPTSD from other psychiatric conditions and to develop an appropriate treatment plan.

6. Diagnostic criteria for attachment disorder.

The Diagnostic and Statistical Manual 5th Edition (DSM-5) classifies reactive attachment disorder as a trauma- and stressor-related condition of early childhood caused by social neglect or maltreatment. Attachment disorders typically arise in children who have experienced severe neglect, abuse, or disruptions in caregiving during early development. Affected children have difficulty forming emotional attachments to others, show a decreased ability to experience positive emotion, cannot seek or accept physical or emotional closeness, and may react violently when held, cuddled, or comforted. Behaviorally, affected children are unpredictable, difficult to console, and difficult to discipline. Moods fluctuate erratically, and children may seem to live in a “flight, fight, or freeze” mode. Most have a strong desire to control their environment and make their own decisions. Spontaneous changes in the child's routine, attempts to discipline the child, or even unsolicited invitations of comfort may elicit rage, violence, or self-injurious behavior. In the classroom, these challenges inhibit the acquisition of core academic skills and lead to rejection from teachers and peers alike. As they approach adolescence and adulthood, socially neglected children are more likely than their neuro-typical peers to engage in high-risk sexual behavior, substance abuse, involvement with the legal system, and experience incarceration.

The genesis of reactive attachment disorder is encompassed under the designation of traumatic experience; specifically, the severe emotional neglect commonly found in institutional settings, such as overcrowded orphanages, foster care, or in homes with mentally or physically ill parents. Over time, infants who do not develop a predictable, nurturing bond with a trusted caregiver, do not receive adequate emotional interaction and mental stimulation halt their attempts to engage others and turn inward, ceasing to seek comfort when hurt, avoiding physical and emotional closeness, and eventually become emotionally bereft. The absence of adequate nurturing results in poor language acquisition, impaired cognitive development, and contributes to behavioral dysfunction.

There are two primary types recognized in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5): Reactive Attachment Disorder (RAD) and Disinhibited Social Engagement Disorder (DSED). Here are the diagnostic criteria for each:

Reactive Attachment Disorder (RAD):

1. Consistent pattern of inhibited, emotionally withdrawn behavior toward adult caregivers:
 - Rarely or minimally seeks comfort when distressed.
 - Rarely or minimally responds to comfort when distressed.

2. Persistent social and emotional disturbance characterized by at least two of the following:
 - Minimal social and emotional responsiveness to others.
 - Limited positive affect.
 - Episodes of unexplained irritability, sadness, or fearfulness that are evident during nonthreatening interactions with adult caregivers.
3. Pattern of extremes of insufficient care:
 - Social neglect or deprivation (e.g., persistent lack of having basic emotional needs for comfort, stimulation, and affection met by caregiving adults).
 - Repeated changes of primary caregivers (e.g., frequent changes in foster care) that limit opportunities to form stable attachments.
 - Rearing in unusual settings that severely limit opportunities to form selective attachments (e.g., institutions with high child-to-caregiver ratios).
4. Caregiving criteria:
 - The insufficient care in Criterion 3 is presumed to be responsible for the disturbed behavior in Criterion 1 (e.g., the disturbances began following the pathogenic care).
5. Criteria are not met for autism spectrum disorder (ASD):
 - The disturbances are not better explained by ASD.
6. Disturbance is evident before age 5:
 - The symptoms must be apparent before the age of 5 years.
7. Child has a developmental age of at least 9 months:
 - The child must have reached a developmental age of at least 9 months to ensure that the attachment behavior can be assessed.

Disinhibited social engagement disorder (DSED):

1. Pattern of behavior in which a child actively approaches and interacts with unfamiliar adults and exhibits at least two of the following:
 - Reduced or absent reticence in approaching and interacting with unfamiliar adults.
 - Overly familiar verbal or physical behavior (that is not consistent with culturally sanctioned and with age-appropriate social boundaries).
 - Diminished or absent checking back with adult caregiver after venturing away, even in unfamiliar settings.
 - Willingness to go off with an unfamiliar adult with minimal or no hesitation.
2. Behaviors are not limited to impulsivity (as in attention-deficit/hyperactivity disorder) but include socially disinhibited behavior:
 - The behavior pattern is not solely attributable to impulsivity but is characterized by socially uninhibited behavior.

3. Pattern of extremes of insufficient care:
 - Social neglect or deprivation (e.g., persistent lack of having basic emotional needs for comfort, stimulation, and affection met by caregiving adults).
 - Repeated changes of primary caregivers (e.g., frequent changes in foster care) that limit opportunities to form stable attachments.
 - Rearing in unusual settings that severely limit opportunities to form selective attachments (e.g., institutions with high child-to-caregiver ratios).
4. Caregiving Criteria:
 - The insufficient care in Criterion 3 is presumed to be responsible for the disturbed behavior in Criterion 1 (e.g., the disturbances began following the pathogenic care).
5. Child has a developmental age of at least 9 months to ensure that the attachment behavior can be assessed.

These disorders are often assessed through direct observation, structured interviews, and standardized questionnaires designed to evaluate attachment behaviors.

Intervention typically involves stable, responsive caregiving and therapeutic approaches tailored to the child's needs.

A qualified mental health professional should conduct a thorough assessment to accurately diagnose and differentiate between RAD, DSED, and other possible conditions.

7. Diagnostic criteria of a complicated grief reaction

Grief is a natural response to the loss of a loved one. For most people, the symptoms of grief begin to decrease over time. However, for a small group of people, the feeling of intense grief persists, and the symptoms are severe enough to cause problems and stop them from continuing with their lives. Prolonged grief disorder is characterized by this intense and persistent grief that causes problems and interferes with daily life.

An individual with prolonged grief disorder may experience intense longing for the person who has died or preoccupation with thoughts of that person. In children and adolescents, the preoccupation may focus on the circumstances around the death. Additionally, the individual may experience significant distress or problems performing daily activities at home, work, or other important areas. The persistent grief is disabling and affects daily functioning in a way that typical grieving does not.

For a diagnosis of prolonged grief disorder, the loss of a loved one had to have occurred at least a year ago for adults, and at least 6 months ago for children and adolescents. In addition, the grieving individual must have experienced at least three of the symptoms below nearly every day for at least the last month prior to the diagnosis.

Symptoms of prolonged grief disorder (APA, 2022) include:

- Identity disruption (such as feeling as though part of oneself has died).
- Marked sense of disbelief about the death.
- Avoidance of reminders that the person is dead.
- Intense emotional pain (such as anger, bitterness, sorrow) related to the death.
- Difficulty with reintegration (such as problems engaging with friends, pursuing interests, planning for the future).
- Emotional numbness (absence or marked reduction of emotional experience).
- Feeling that life is meaningless.
- Intense loneliness (feeling alone or detached from others).

In addition, the person's bereavement lasts longer than might be expected based on social, cultural, or religious norms.

An estimated 7%-10% of bereaved adults will experience the persistent symptoms of prolonged grief disorder. Among children and adolescents who have lost a loved one, approximately 5%-10% will experience depression, posttraumatic stress disorder (PTSD), and/or prolonged grief disorder following bereavement.

Some individuals may be at greater risk of developing prolonged grief disorder, including older adults and people with a history of depression or bipolar disorder. Caregivers, especially if they were caring for a partner or had experienced depression before the loss, are also at greater risk. The risk for prolonged grief is also greater when the death of the loved one happens very suddenly or under traumatic circumstances.

Prolonged grief disorder often occurs along with other mental disorders such as PTSD, anxiety or depression. Sleep problems are also common; an estimated 80% of people with prolonged grief disorder experience long-term poor sleep.

The inclusion of the diagnostic criteria for prolonged grief disorder in *DSM-5-TR* allows clinicians to use a common standard to differentiate between normal grief and this persistent, enduring, and disabling grief.

For most people, grief-related symptoms following the death of a loved one decrease over time and do not impact their everyday functioning. Although feelings and symptoms of grief may sometimes increase at different points in time, they do not usually require mental health treatment. However, for people who develop the more intense, ongoing symptoms of prolonged grief disorder, evidence-based treatments are available. Treatments using elements of cognitive-behavioral therapy (CBT) have been found to be effective in reducing symptoms.

One type of treatment, complicated grief treatment, incorporates components of CBT and other approaches to help adapt to the loss. It focuses on both accepting the reality of the loss and restoration—working toward goals and a sense of satisfaction in a world without the loved one.

CBT can also be helpful in addressing symptoms that occur along with prolonged grief disorder, such as sleep problems. Research has shown that CBT for insomnia is

effective in improving sleep. Research also suggests that CBT can be effective with children and adolescents experiencing symptoms of prolonged grief.

Bereavement support groups can also provide a useful source of social connection and support. They can help people feel less alone, thus help avoid the isolation that could increase the risk for prolonged grief disorder. There are currently no medications to treat specific symptoms of grief.

Despite the existence of effective treatments, people experiencing ongoing intense grief may not seek help. One study found that among caregivers with prolonged grief disorder, the majority did not access mental health services.

Prolonged grief disorder is the newest disorder to be added to the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*. It is included in the text revision of *DSM-5 (DSM-5-TR)*, which was released in March 2022.

After studies over several decades suggested that many people were experiencing persistent difficulties associated with bereavement that exceeded expected social, cultural, or religious expectations, and a two-year process of review and public comment, the disorder was added to *DSM-5-TR*.

The *DSM* is a publication of the American Psychiatric Association (APA) that defines and classifies mental disorders.

The self-report battery included the following two instruments.

1. The Texas Revised Inventory of Grief is an established self-administered questionnaire that measures grief response in reference to a specified deceased person. A 5-point scale is used to indicate degree of endorsement of each of 13 items.

2. The Reaction to Loss Inventory, developed by Horowitz and Field, is a new and as-yet unpublished self-administered questionnaire with 34 items that assess current symptoms, functional capacity, sense of identity, sense of relationship to the person who has died, and control of emotion related to the loss. The Reaction to Loss Inventory reduces many experiences, such as the intrusive and avoidance items found in the earlier Impact of Event Scale, to fewer items. The subject endorses each item on a 5-point scale ranging from “no experience” to “a high level of experience” within the last week.

Example: Proposed diagnostic criteria for complicated grief disorder

A. Event criterion: prolonged response criterion

Bereavement (loss of a spouse, other relative, or intimate partner) at least 14 months ago (12 months is avoided because of possible intense turbulence from an anniversary reaction)

B. Signs and symptoms criteria

In the last month, any three of the following seven symptoms with a severity that interferes with daily functioning

Intrusive symptoms

- 1) Unbidden memories or intrusive fantasies related to the lost relationship.
- 2) Strong spells or pangs of severe emotion related to the lost relationship.

- 3) Distressingly strong yearnings or wishes that the deceased were there.

Signs of avoidance and failure to adapt

- 4) Feelings of being far too much alone or personally empty.
- 5) Excessively staying away from people, places, or activities that remind the subject of the deceased.
- 6) Unusual levels of sleep interference,
- 7) Loss of interest in work, social, caretaking, or recreational activities to a maladaptive degree.

Conclusion

Psychological trauma refers to the emotional and psychological impact of highly distressing events, often understood both psychologically and medically. Severe stressors, such as natural disasters, violence, or serious accidents, can lead to psychological trauma, triggering a range of responses. Reactions to traumatic stress can vary widely, including acute stress reactions that occur immediately after a traumatic event, characterized by intense fear, helplessness, and disorientation.

Diagnostic criteria for PTSD include persistent re-experiencing of the trauma, avoidance of reminders, negative changes in mood, and heightened arousal. CPTSD includes these PTSD symptoms, along with difficulties in emotional regulation, self-perception, and interpersonal relationships, typically resulting from prolonged or repeated trauma. Attachment disorders arise from disruptions in a child's early attachment experiences, manifesting as difficulties in forming healthy relationships and managing emotions. Finally, a complicated bereavement reaction involves prolonged grief that significantly impairs functioning and includes symptoms such as intense yearning, disbelief, and difficulty moving forward with life. Understanding these criteria is crucial for diagnosing and treating individuals affected by severe stress and trauma.

Questions to the topic of the lecture:

1. What are the main psychological symptoms associated with traumatic stress?
2. How does the concept of "trauma" differ from "stress" in psychological terms?
3. What are the common risk factors that increase an individual's vulnerability to developing traumatic stress?
4. Describe the role of the amygdala and the prefrontal cortex in the brain's response to traumatic stress.
5. What evidence-based therapeutic interventions for treating traumatic stress do you know?

Lecture 2: Resilience as a resource coping with traumatic stress

- 1. General idea about the phenomenon of resilience.*
 - 2. Resilience as a process and resilience as a systemic property of an individual.*
 - 3. Overview of the main concepts of resilience.*
 - 4. A working model of resilience in the CBT paradigm*
-

Key words: resilience, coping resources, adaptive strategies, stress management, resilient traits, recovery mechanisms, positive adaptation, stress response, emotional regulation, coping skills

1. General idea about the phenomenon of resilience

Over the past few decades, resilience research has garnered significant attention across various disciplines due to the growing need to understand how systems within societies perform in the face of both expected and unexpected disruptions. This interest is particularly relevant given that human activities have pushed earth systems beyond tipping points, leading to increased instability in social, ecological, and technical systems. In response, communities, businesses, and government agencies have focused on ensuring the performance of these systems through actions categorized as planning, absorbing, recovery, and adaptation.

Resilience science is characterized by two key features: its multidisciplinary nature and the complexity and dynamic context of the study. As a result, there is a strong interest in exploring how resilience theories are developed, concepts are formed, and research methodologies are designed to address complex global challenges. The discussion, based on experiences from a special collection on resilience in Project Studies, delves into the nuances of resilience science, highlighting theoretical and methodological considerations for future research in this critical area. Project studies, with its diversity spanning from management and organization studies to engineering and social sciences, offers a unique perspective on resilience science. This uniqueness is further enhanced by the field's proximity to practice and its emerging disciplinary boundaries.

Discussion of resilience science cannot start without considering the extensive use of the term “resilience” with different implications across theory and practice. In this sense, the term resilience has been prone to misuse or misunderstanding across academic disciplines and fields of practice. The observed pattern of misuse is often rooted in lack of clear definition within the theoretical and practical field related to the focus of research. The clear definition within the focus area gets more complicated with a missed opportunity to go beyond the primary field of focus and diligently explore potential engagement of the pluralistic definition of the term as a boundary or

bridging concept for an interdisciplinary inquiry. In this sense, often studies within resilience science are prone to get lost in vague definitions at the immediate disciplinary focus, that continues with unclear conceptualizations, and lack of well-structured theoretical underpinning, and eventually a missed opportunity to engage the clear definition established in the primary discipline towards an interdisciplinary inquiry if needed. This is further unpacked in the next section.

The lack of clear understanding of the concept may start from unclear level of analysis, lack of engagement with the extensive literature of resilience (initially within the immediate discipline), then unclear definition that extends to unengaged implications for the context of research.

The ability to adapt positively in the face of adversity, trauma, or significant stress. The ability to bounce back from adversity, trauma, and stress. A dynamic process of adaptation and recovery. Not just bouncing back, but growing and improving in response to challenges.

The American Psychological Association defines resilience as “the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands”

Resilience plays a crucial role in maintaining mental health and well-being, especially in the face of adversity. Resilience helps individuals cope with stress, adapt to change, and overcome challenges. By fostering resilience, people can reduce the likelihood of developing mental health disorders after traumatic events. This protective factor enables them to maintain emotional balance, find meaning in difficult situations, and continue functioning effectively, thereby enhancing their overall quality of life.

When individuals face trauma or significant stress, those with higher resilience are less likely to develop mental health disorders such as depression, anxiety, or PTSD. Resilience acts as a protective factor, allowing individuals to recover more quickly and effectively from traumatic experiences.

By building and strengthening resilience, individuals can better navigate life's challenges, maintain their mental well-being, and reduce the risk of long-term mental health issues.

Characteristics of resilient individuals:

- optimism and positive thinking.
- emotional regulation.
- flexibility, adaptability, and problem-solving skills.
- strong social connections and support networks.

Biopsychosocial model of resilience:

- biological factors: genetics, neurobiology.
- psychological factors: personality, cognitive styles.
- social factors: relationships, community support.

2. Resilience as a process and resilience as a systemic property of an individual

Despite the increasing popularity of discussions of resilience in disciplines as diverse as ecology, psychology, economics, architecture, and genetics (among many others), researchers still lack a conceptual model to explain how the resilience of one system relates to the resilience of other cooccurring systems. Models that explain resilience within a single system are more robust and better studied. Although some researchers argue that both ontological and epistemological weaknesses prevent such an integrated model from being developed (the incommensurability hypothesis), others have carried out metasyntheses using techniques like network citation analysis to identify common principles and processes that are associated with resilience across disciplines. Although useful, metasyntheses have yet to identify sufficient commonalities across bodies of research to account for a single model of resilience.

Resilience as a process means dynamic and ongoing, involving the interaction between an individual and their environment. Includes stages of disruption, recovery, and reorganization.

Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands.

A number of factors contribute to how well people adapt to adversities, including the ways in which individuals view and engage with the world, the availability and quality of social resources, and specific coping strategies.

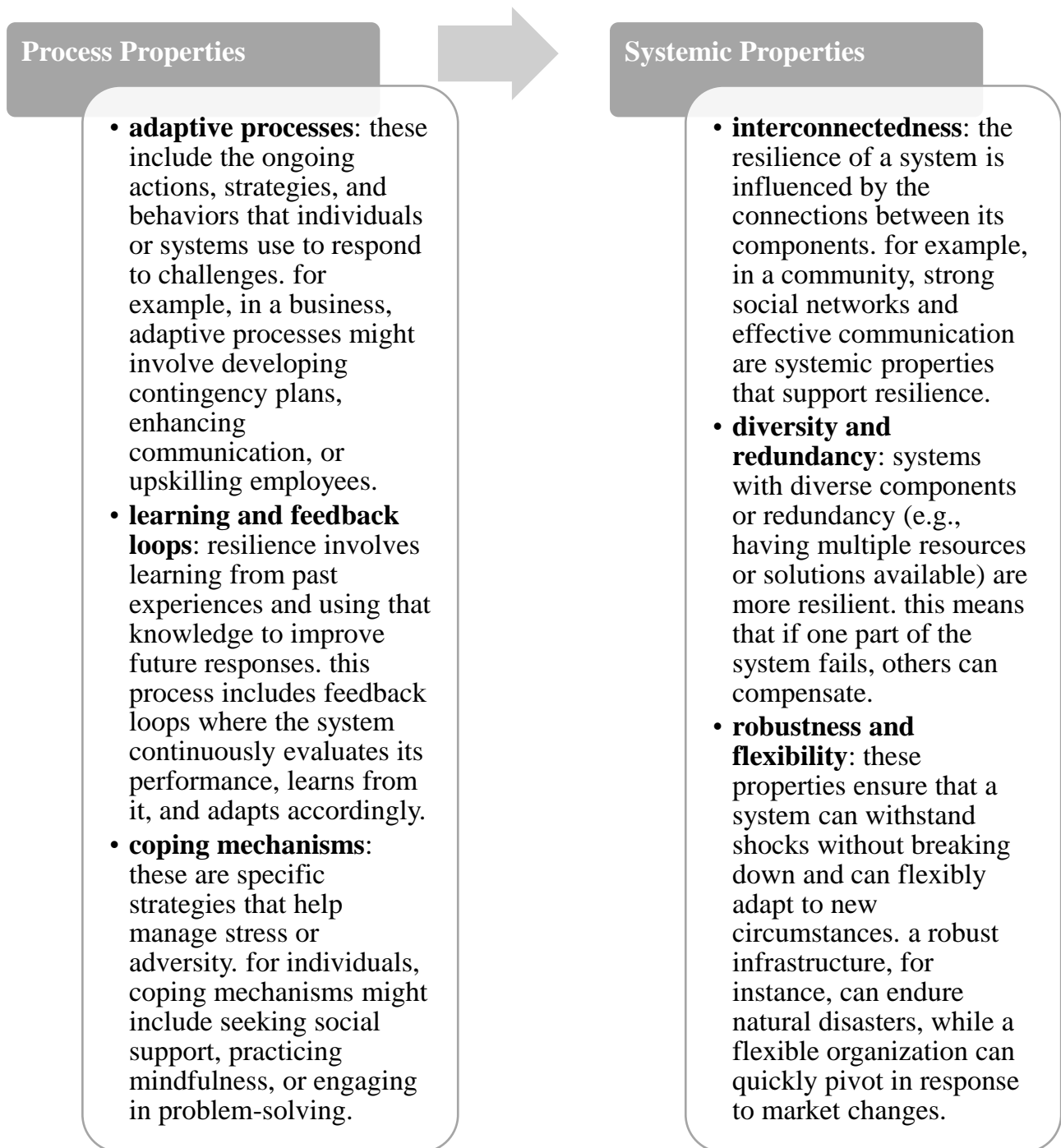
Resilience as a systemic property means inherent within the individual, influenced by genetic, biological, psychological, and environmental factors. Systemic properties include: biological factors (genetics, neurobiology, physical health), psychological factors (cognitive flexibility, emotional regulation, self-efficacy), social factors (supportive relationships, community resources, cultural context).

Resilience as a systemic property refers to the ability of a system—whether it's an individual, community, organization, or ecosystem—to withstand, adapt to, and recover from challenges, disruptions, or stressors. When resilience is viewed as a systemic property, it emphasizes the interconnectedness and interdependence of various components within the system that collectively contribute to its overall resilience.

In a system, resilience involves the capacity of all its parts to adapt and respond to changes or disruptions. For example, in an organization, this could mean having flexible processes, supportive leadership, and a strong team dynamic that allows the organization to navigate crises effectively.

The resilience of a system depends on the strength of relationships and interactions among its components. In a community, this could mean strong social networks, effective communication channels, and shared resources that enable the community to support each other during difficult times.

A resilient system can continue functioning or quickly regain functionality after a disruption. For instance, an ecosystem that is resilient might recover from environmental disturbances, like a wildfire, by regenerating its plant life and maintaining biodiversity.



Resilient systems maintain balance, even in the face of external shocks. They can absorb impacts without collapsing, and they adjust to new conditions while retaining their core functions and identity. For a family system, this might involve adapting to changes such as financial hardship while maintaining emotional support and cohesion.

Resilient systems learn from past experiences and evolve to become stronger. This means that after facing a challenge, a system may develop new strategies, strengthen its weak points, and improve its ability to handle future challenges.

In summary, resilience as a systemic property highlights the importance of the collective strength, adaptability, and interconnectedness of all parts of a system. It's not just about individual resilience but about how the entire system works together to survive, adapt, and thrive despite adversities.

The interplay between process and systemic properties in resilience refers to how resilience is not just a static trait but something that evolves over time through the dynamic interaction of various processes within a system.

In summary, resilience emerges from the dynamic interaction between process and systemic properties, continuously evolving as these factors interact and reinforce each other. This interplay allows systems, whether individual, organizational, or societal, to adapt, learn, and grow stronger in the face of adversity.

3. Overview of the main concepts of resilience

Resilience is a multifaceted concept that encompasses various dimensions and applications across different fields. Below is an overview of the main concepts of resilience. Resilience is the ability to withstand, adapt to, and recover from adversity, stress, or significant challenges. It involves bouncing back from difficult experiences and growing stronger as a result.

Key components of resilience:

- **Adaptability:** The capacity to adjust to new circumstances, whether they are sudden disruptions or long-term changes. Adaptability is crucial for maintaining functionality in changing environments.
- **Recovery:** The process of returning to a stable state after a disturbance. This includes both short-term recovery (e.g., regaining composure after a stressful event) and long-term recovery (e.g., rebuilding after a disaster).
- **Growth:** The ability not just to recover, but to learn from experiences and emerge stronger. This concept emphasizes that adversity can lead to personal development and improved coping strategies.

Personal competence (self-confidence, independence, determination; the ability to set and achieve goals despite challenges); **social support and relationships** (the role of family, friends, and community in providing emotional and practical support; importance of social connectedness and belonging); **adaptability and flexibility** (the capacity to adjust to new circumstances and find alternative solutions; openness to change and willingness to seek help); **purpose and meaning** (having a sense of purpose and meaning in life; engagement in activities that align with personal values and goals); **optimism and hope** (maintaining a positive outlook and expecting good outcomes; viewing setbacks as temporary and surmountable).

There are different types of resilience that we need to develop in order to support ourselves during challenging times. These include **physical resilience, mental resilience, emotional resilience and social resilience.**

Psychological resilience is the mental capacity to deal with or adapt to uncertainty, difficulties, and adversity. Sometimes, it is referred to as "mental fortitude." Psychologically resilient people develop coping strategies and skills such as (problem solving and being agile) that enable them to stay calm and focused during a crisis and move on without long-term negative consequences such as distress and anxiety.

Emotional resilience refers to the various ways in which we manage our emotional responses to challenges and deal with our feelings and negative emotions such as anger, fear, vulnerability, or sadness. It is pivotal that we accept the reality of our situation while also having the emotional capacity to get through it. Understanding how we react to challenges and minimizing the impact on ourselves, and others requires emotional awareness or emotional intelligence. Emotionally resilient people comprehend their emotions and their causes. Even in the midst of a crisis, they maintain a realistic sense of optimism and make proactive use of both internal and external resources. They are able to effectively manage both external stressors and their own emotions.

Physical resilience refers to the body's ability to adapt effectively to physical challenges, maintain the stamina and strength necessary to heal in a prompt and effective manner. Physical resilience is influenced by healthy lifestyle choices, connections with friends and neighbors, deep breathing, adequate rest and recovery time, and participation in enjoyable activities.

Social resilience refers to the capacity of a group of people to adapt to and bounce back from adversity, whether that be a natural disaster, an act of violence, or economic hardship. It is about the bonds we form with one another and our ability to lean on one another in times of need. When dealing with difficult times, it helps to have people you can lean on for moral and emotional support from your community, family, and friends.

Whilst all types of resilience are important, emotional resilience is key to our capacity to keep afloat during challenging times as it directly relates to our mental health and our ability to persevere, sustain ourselves and manage adverse reactions from the people around us who are also likely to be struggling with a range of issues.

We can also consider the following types of resilience:

1) Individual resilience: the capacity of a person to cope with stress, trauma, and adversity. This includes mental, emotional, and physical resilience. Key factors include self-efficacy, optimism, emotional regulation, and social support.

2) Community resilience: the ability of a community to respond to, withstand, and recover from adverse situations like natural disasters, economic crises, or social upheavals. Community resilience relies on strong social networks, effective leadership, and resource availability.

3) Organizational resilience: the capacity of an organization to anticipate, prepare for, respond to, and adapt to incremental change and sudden disruptions to

survive and prosper. This includes risk management, continuity planning, and fostering a resilient organizational culture.

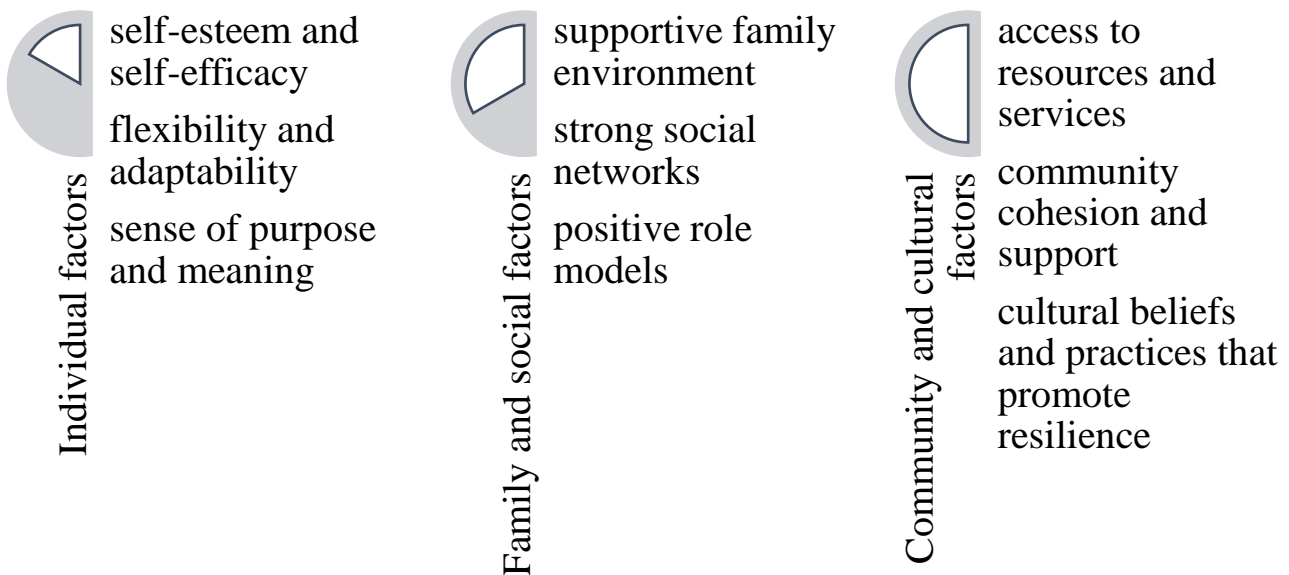
4) **Ecological resilience:** the ability of ecosystems to absorb disturbances while maintaining their essential functions and structures. Ecological resilience emphasizes the importance of biodiversity, adaptive capacity, and ecosystem management practices.

5) **Systemic resilience:** the resilience of interconnected systems, such as supply chains, economies, or infrastructures, which depends on the robustness, flexibility, and adaptability of the system as a whole.

Factors contributing to resilience are conditions or attributes that help individuals, communities, or systems cope with adversity. Examples include strong social support, access to resources, effective communication, and positive relationships. Also, these are conditions that increase the likelihood of negative outcomes in the face of adversity. Examples include poverty, social isolation, or lack of access to healthcare. Resilience often involves mitigating these risks.

Strategies and behaviors that individuals or systems use to manage stress and adversity. Coping mechanisms can be adaptive (e.g., seeking social support) or maladaptive (e.g., substance abuse). Resilience focuses on strengthening adaptive coping strategies.

Factors contributing to resilience



Resilience in different contexts:

1) **Psychological resilience:** focuses on how individuals manage emotional and psychological stress. key concepts include emotional regulation, cognitive flexibility, and a positive mindset.

2) **Social resilience:** refers to the ability of social systems (e.g., families, communities, organizations) to withstand and recover from challenges. this includes social networks, collective efficacy, and community engagement.

3) **Economic resilience:** the ability of an economy to absorb shocks and continue to function effectively. economic resilience involves diversification, financial stability, and adaptive policies.

4) **Cultural resilience:** the capacity of a culture or group to sustain its identity and practices in the face of external pressures or changes. cultural resilience emphasizes the preservation of traditions, languages, and social norms.

Resilience in the context of traumatic stress

Traumatic stress can have profound psychological and physiological effects on individuals. When a person experiences a traumatic event, such as violence, natural disasters, or personal loss, their mental and physical health can be significantly impacted. Psychologically, trauma can lead to a range of responses, including anxiety, depression, and post-traumatic stress disorder (PTSD). PTSD is a particularly common response, characterized by intrusive memories, hyperarousal, avoidance behaviors, and negative changes in mood and cognition. Physiologically, the body's stress response system may become dysregulated, leading to issues such as chronic stress, immune system suppression, and increased vulnerability to illnesses. The impact of traumatic stress is complex and varies from person to person, but it often involves a combination of mental, emotional, and physical symptoms that can persist long after the traumatic event has occurred.

Resilience plays a crucial role in mitigating the impact of trauma. It refers to the ability to adapt to and recover from adverse experiences, enabling individuals to maintain or regain their psychological and physical well-being despite the challenges they face. Resilience acts as a buffer by helping individuals cope with stress more effectively, reducing the likelihood of developing severe trauma-related disorders like PTSD. Research and case studies have shown that resilient individuals often display certain traits, such as optimism, emotional regulation, and a strong sense of purpose, which help them navigate through traumatic experiences. For example, survivors of natural disasters who exhibit high levels of resilience are often better able to rebuild their lives and maintain mental health compared to those with lower resilience. These examples underscore the importance of resilience as a protective factor that can shield individuals from the full impact of traumatic stress.

To support trauma survivors in developing resilience, various therapeutic interventions have been designed. One of the most effective approaches is Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT), which helps individuals process and reframe their traumatic experiences, reducing the intensity of trauma-related symptoms. TF-CBT combines cognitive-behavioral techniques with trauma-sensitive

principles, helping survivors confront and overcome the negative thoughts and emotions associated with their trauma.

Group therapy and support groups also play a vital role in fostering resilience. These settings provide survivors with a sense of community and shared experience, which can be incredibly healing. By connecting with others who have faced similar challenges, individuals can gain support, learn new coping strategies, and feel less isolated in their experiences.

Psychoeducation and skills training are additional components that contribute to resilience-building. Psychoeducation involves educating trauma survivors about the effects of trauma and the process of recovery, empowering them with knowledge and understanding. Skills training, on the other hand, focuses on equipping individuals with practical tools to manage stress, regulate emotions, and rebuild their lives. This might include techniques such as mindfulness, problem-solving, and relaxation exercises.

Together, these interventions create a comprehensive approach to resilience-building, offering trauma survivors the resources they need to recover, adapt, and thrive in the aftermath of adversity.

Practical applications and activities

Building resilience involves engaging in practical exercises and activities that strengthen an individual's ability to cope with stress and adversity. These activities can be integrated into daily routines, therapeutic sessions, or group settings to promote mental and emotional well-being.

One effective approach to resilience-building is through guided imagery and visualization. This technique involves creating mental images of peaceful, safe environments or positive outcomes to help reduce stress and anxiety. By regularly practicing visualization, individuals can train their minds to respond to real-life challenges with calmness and clarity, reinforcing a sense of control and empowerment.

Another powerful tool is journaling and reflective writing. Writing about thoughts, feelings, and experiences allows individuals to process emotions and gain insights into their reactions to stress. Journaling can also serve as a means of tracking progress in resilience-building efforts, providing a space for self-reflection and personal growth. Over time, this practice can help individuals recognize patterns in their thinking and behavior, enabling them to develop more constructive responses to adversity.

Group activities offer a dynamic way to build resilience, particularly through role-playing and scenario-based problem-solving. These exercises allow participants to simulate challenging situations in a controlled environment, where they can practice adaptive responses and experiment with different strategies for overcoming obstacles. Role-playing helps individuals develop empathy, improve communication skills, and explore various coping mechanisms, all of which contribute to stronger resilience.

Peer support and discussion groups are also invaluable for resilience-building. These groups provide a supportive community where individuals can share their experiences, offer encouragement, and learn from one another. Through open discussions, participants can gain new perspectives, validate their feelings, and discover collective strategies for managing stress. The sense of connection and belonging fostered in these groups can significantly enhance an individual's resilience.

Developing effective self-care and coping strategies is essential for maintaining resilience over the long term. One practical method is creating a personal resilience plan. This plan involves identifying specific goals, resources, and actions that an individual can take to strengthen their resilience. The plan might include regular physical activity, healthy eating, adequate sleep, mindfulness practices, and setting aside time for hobbies or relaxation. By having a concrete plan, individuals are better prepared to handle stressors and recover from setbacks.

Another critical aspect of resilience is identifying and utilizing personal strengths. Recognizing one's strengths - such as perseverance, creativity, or problem-solving abilities - can boost confidence and motivation when facing challenges. Individuals can leverage these strengths to navigate difficult situations more effectively, turning potential threats into opportunities for growth and development.

Practical applications and activities for resilience-building, whether conducted individually or in groups, are essential for fostering mental and emotional strength. By engaging in guided imagery, journaling, role-playing, and peer support, individuals can develop the skills and mindset needed to cope with adversity. Additionally, creating a personal resilience plan and tapping into personal strengths provide a solid foundation for ongoing resilience, helping individuals thrive in the face of life's challenges.

4. A working model of resilience in the CBT paradigm

Cognitive-Behavioral Therapy (CBT) focuses on identifying and changing negative thought patterns and behaviors. Enhances resilience by teaching coping strategies and problem-solving skills.

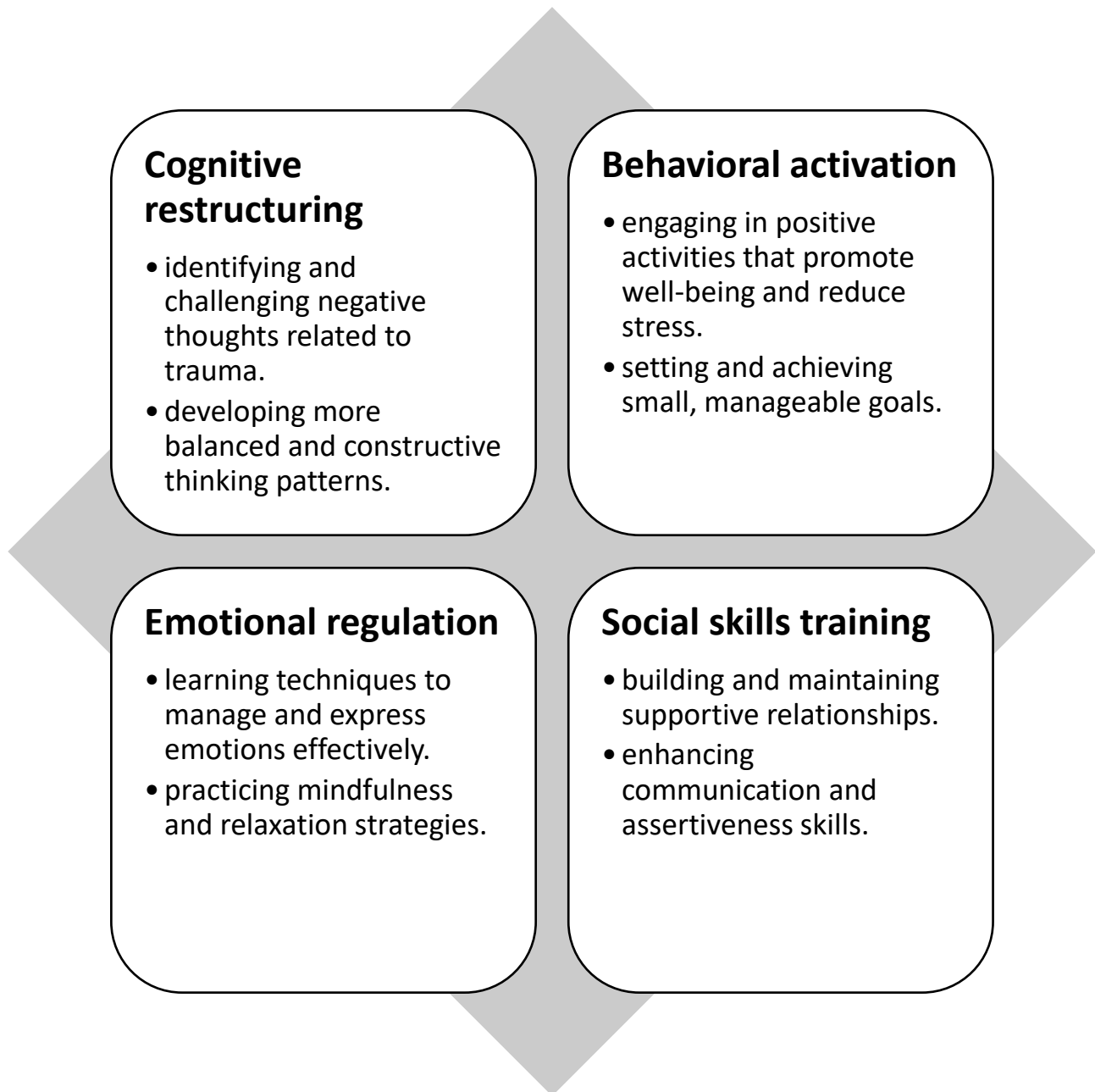
In the Cognitive Behavioral Therapy (CBT) paradigm, resilience is understood as the capacity to adapt to challenges, stress, and adversity by using adaptive thinking patterns and behaviors. A working model of resilience within CBT emphasizes how thoughts, behaviors, and emotions interact to influence an individual's ability to cope with and recover from difficult experiences.

General idea of a CBT-based resilience model

Cognitive processes	
Identifying cognitive distortions	A key aspect of resilience in CBT is recognizing and challenging cognitive distortions - irrational or negative thought patterns that can undermine resilience. These may include catastrophizing, overgeneralization, or black-and-white thinking.

Reframing	CBT encourages individuals to reframe negative thoughts into more balanced and realistic ones. This cognitive restructuring helps to reduce stress and build a more resilient mindset.
Optimism and positive thinking	Developing a habit of identifying positive aspects in challenging situations and focusing on what can be controlled rather than what cannot.
Behavioral processes	
Active problem-solving	Resilience involves taking proactive steps to address problems rather than avoiding them. CBT teaches skills for breaking down challenges into manageable steps and finding effective solutions.
Behavioral activation	Engaging in activities that promote well-being, such as exercise, social interactions, and hobbies. These activities help counteract the withdrawal and inactivity that often accompany stress and depression.
Exposure to stressors	Gradual exposure to feared or stressful situations can help build resilience by reducing the anxiety associated with those situations and increasing confidence in one's ability to cope.
Emotional regulation	
Mindfulness and relaxation techniques:	CBT integrates practices like mindfulness to help individuals stay grounded and manage intense emotions. Techniques such as deep breathing or progressive muscle relaxation can help in calming the mind and body.
Emotional awareness:	Teaching individuals to identify and understand their emotions, which allows for better management and less reactivity in stressful situations.
Social and Interpersonal Factors	
Building social support:	CBT emphasizes the importance of strong social connections in fostering resilience. This can include improving communication skills, seeking social support, and participating in group therapy or support groups.
Assertiveness Training	Learning to express needs and set boundaries effectively, which can reduce stress and improve relationships, contributing to greater resilience.
Self-efficacy and empowerment	
Enhancing self-efficacy	Building confidence in one's ability to handle challenges is central to resilience. CBT focuses on reinforcing past successes and strengths, helping individuals feel more capable of managing future adversities.
Goal setting and achievement	Setting realistic, achievable goals and working toward them step by step can boost resilience by providing a sense of accomplishment and direction.

Components of the CBT model of resilience:



Illustrate the application of the CBT model to a hypothetical scenario. Show how cognitive restructuring, behavioral activation, emotional regulation, and social skills training can enhance resilience.

Integration of these components in a working model.

- 1) **Assessment:** the model begins with an assessment of the individual's current cognitive, behavioral, and emotional responses to stressors. This helps to identify areas where resilience can be strengthened.
- 2) **Intervention:** interventions focus on modifying maladaptive thoughts and behaviors while introducing new, more adaptive strategies. This may involve cognitive restructuring, behavioral activation, and skills training in areas like problem-solving and emotional regulation.

- 3) Practice and reinforcement: resilience-building strategies are practiced and reinforced through homework assignments, role-playing, and real-life application. This helps to solidify new patterns of thinking and behavior.
- 4) Evaluation and adjustment: the process is dynamic, with regular evaluations of progress. Interventions are adjusted as needed to address ongoing challenges and enhance resilience.

Conclusion

Resilience is crucial for coping with traumatic stress. It is both a dynamic process and a systemic property. Key concepts include personal competence, social support, adaptability, purpose, and optimism.

The CBT paradigm provides practical tools to build and enhance resilience. In the CBT paradigm, resilience is not seen as an innate trait but as a skill that can be developed through targeted cognitive and behavioral interventions. By addressing the interplay between thoughts, behaviors, and emotions, CBT helps individuals build the psychological flexibility and strength needed to navigate adversity effectively. This working model is adaptable, allowing for personalized approaches based on individual needs and circumstances.

Questions to the topic of the lecture:

1. What is the definition of resilience? Why is resilience important in the context of traumatic stress?
2. How can resilience help prevent mental health disorders after experiencing trauma?
3. How does Cognitive-Behavioral Therapy (CBT) enhance resilience?
4. What is cognitive restructuring and how does it contribute to resilience?
5. Explain the role of behavioral activation in the CBT model of resilience.

Lecture 3: Cognitive component in the structure of resilience.

1. *Cognitive flexibility and ability to reframing in the structure of resilience.*
2. *Skills of identifying and testing thoughts, "rules of life" and deep one's beliefs*
3. *Skills of restructuring dysfunctional cognitions.*

Key words: cognitive flexibility, reframing, thought patterns, cognitive strategies, self-efficacy, problem-solving skills, cognitive restructuring, mental adaptability, perception of stress, cognitive behavioral techniques.

1. Cognitive flexibility and ability to reframe in the structure of resilience

In today's complex and dynamic world, challenges and uncertainties are ever-present, demanding our capacity to adapt and cope with evolving situations. How well we manage these demands is closely linked to our cognitive abilities, notably cognitive flexibility and adaptability, which are critical components of resilience.

Cognitive flexibility involves dynamic processes that allow adaptation of our thinking and behavior in response to changing contextual demands. Despite a large consensus about its beneficial effects, cognitive flexibility is still poorly understood.

Cognitive Flexibility refers to the ability to switch between different modes of thinking, perspectives, or tasks according to the situational demands. It enables us to adjust our thinking and behavior to novel or unexpected circumstances and to learn from our experiences. Essential for adapting to new situations and challenges. This ability is crucial for maintaining a positive outlook and fostering creativity:

- **adaptive thinking:** cognitive flexibility helps us shift from a negative to a positive mindset when faced with difficulties. for instance, encountering a setback can be viewed as a learning opportunity rather than a failure;
- **creative problem-solving:** when generating new ideas, cognitive flexibility allows us to switch from focused to creative modes of thinking. this ability is essential for brainstorming and innovation, enabling us to explore diverse solutions and perspectives.

Enables individuals to view situations from multiple perspectives. Helps in adapting to change and uncertainty.

Adaptability is the capacity to modify our behavior, strategies, or goals in response to feedback, changing conditions, or new opportunities. It allows us to cope with challenges and capitalize on emerging opportunities. This skill is vital for:

- **adjusting plans:** adaptability enables us to change our plans when faced with obstacles, ensuring that we remain effective in achieving our goals despite setbacks;

- **adopting new skills:** it also facilitates the adoption of new skills or technologies as they become available, ensuring that we stay relevant and competitive in our fields.

The role of cognitive flexibility and adaptability in resilience

Resilience, the ability to bounce back from adversity and thrive amidst challenges, is not an innate trait but a dynamic process that can be developed. Cognitive flexibility and adaptability are central to building and enhancing resilience. They contribute to resilience in several ways:

Cognitive flexibility allows us to reframe stressful situations positively, reducing negative emotions like fear, anger, or sadness. By shifting perspectives, we enhance our coping skills and mitigate the adverse effects of stress.

Flexibility and adaptability foster creativity by enabling us to overcome mental habits and biases. This capability is crucial for generating and evaluating multiple ideas and solutions, which is essential in problem-solving and innovation.

These cognitive abilities enhance our capacity to monitor progress, adjust strategies, and use feedback effectively. Self-regulation techniques, constructive feedback, and setting SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) are examples of how we can optimize our learning and performance.

Enhancing cognitive flexibility and adaptability. Given their importance, it is beneficial to explore the factors that influence cognitive flexibility and adaptability and the strategies to enhance them. Key strategies include:

- **Mindfulness and reflection:** practices that promote self-awareness and reflection can improve cognitive flexibility by helping individuals recognize and shift their thought patterns.
- **Exposure to diverse experiences:** engaging in varied activities and environments can enhance adaptability by broadening one's perspectives and skills.
- **Training and education:** structured programs that focus on developing problem-solving skills, creative thinking, and adaptive strategies can strengthen these cognitive abilities.
- **Perspective-taking exercises:** practice seeing situations from others' viewpoints.
- **Problem-solving tasks:** engage in activities that require thinking of multiple solutions.

Cognitive flexibility and adaptability are fundamental for resilience, enabling us to effectively cope with and thrive amidst change and uncertainty. By developing these cognitive skills, we can reduce stress, enhance creativity, and improve our learning and performance. As we continue to face a rapidly changing world, investing in the enhancement of these abilities will be crucial for personal and professional success.

Reframing is the process of changing the way one thinks about a situation to see it in a more positive or constructive light (ex. viewing a failure as a learning opportunity rather than a defeat).

2. Skills of identifying and testing thoughts, "rules of life," and deep beliefs

Understanding and reshaping the way we think is a crucial part of building mental resilience and improving emotional well-being. The skills of identifying and testing thoughts, "rules of life," and deep beliefs are central to this process, particularly within the framework of Cognitive Behavioral Therapy (CBT).

The first step in this process is becoming aware of the different types of thoughts and beliefs that influence our emotions and behaviors. These include automatic thoughts, underlying assumptions, and core beliefs.

Automatic Thoughts are the immediate, often subconscious thoughts that arise in response to an event. For example, if someone makes a mistake at work, an automatic thought might be, "I'm so incompetent." These thoughts are typically quick and reflexive, shaping our emotional responses without us even realizing it.

Underlying Assumptions are the "rules of life" that guide our behavior and interpretations of the world. These assumptions often manifest as conditional statements, such as "If I don't succeed at everything I do, then I'm a failure." These rules can be rigid and may lead to stress or anxiety when they are unmet.

Core Beliefs are deep-seated, often subconscious beliefs about oneself, others, and the world. These beliefs are fundamental to our identity and worldview, such as "I am unlovable," "People cannot be trusted," or "The world is a dangerous place." Core beliefs are usually formed early in life and can be challenging to change, yet they profoundly influence how we interpret experiences and react to situations.

Once these thoughts and beliefs have been identified, the next step is to test their validity. This is where techniques like Socratic questioning and behavioral experiments come into play.

Socratic Questioning involves asking probing questions to challenge and examine the validity of thoughts and beliefs. This method helps individuals to critically evaluate their thinking patterns and uncover potential distortions or inaccuracies. Some example questions might include:

- "What evidence supports this thought?"
- "What evidence contradicts it?"
- "Is there an alternative explanation?"

By systematically questioning their thoughts, individuals can begin to see them more objectively and consider more balanced perspectives.

Behavioral experiments are another powerful tool for testing beliefs. This technique involves designing and conducting real-life experiments to determine whether a particular belief holds true. For example, if someone believes, "If I ask for help, people will think I'm weak," they might test this belief by asking a colleague for

assistance and observing the actual response. Often, these experiments reveal that the beliefs are unfounded or exaggerated.

Cognitive Behavioral Therapy (CBT) Techniques like Thought Records and Cognitive Restructuring are also instrumental in this process. Thought Records involve keeping a journal to track and analyze thoughts and beliefs, helping individuals to identify patterns and gain insights into their thinking. Cognitive Restructuring involves actively challenging and changing negative or unhelpful thoughts. By practicing these techniques, individuals can gradually replace distorted thinking with more accurate and constructive thoughts, leading to improved emotional and behavioral outcomes.

Examples of CBT therapist techniques

Technique	Who suits?	Essence
Making decisions	For clients who have difficulty making decisions (often seen in depressive disorder)	Making a list of advantages and disadvantages of possible solutions, and then analyzing and choosing the best one
Refocusing	For clients who suffer from obsessive thoughts and obsessions	Switching the patient's attention to another type of activity and identifying obsessive thinking patterns
Decatastrophization	For clients who tend to exaggerate the scale of the problem, which is alarming	Asking the question "what if?" and sequential analysis of catastrophic scenarios
Decentralization	For clients who see themselves as the center of events and the object of social condemnation (inherent in anxiety and paranoid disorders)	Helps the patient to stop personalizing events that have nothing to do with him and evaluate reality more objectively
Reformulation	For clients who suffer from negative automatic thoughts and feelings of loss of control	Paraphrasing the client's instructions to be more useful and realistic
Exposition	For clients troubled by fear, anxiety disorders, phobias, OCD and PTSD	Exposure of the patient to sources of anxiety or fear with the goal of consistent habituation to them

The skills of identifying and testing thoughts, "rules of life," and deep beliefs are essential for anyone looking to improve their mental resilience and emotional well-

being. By becoming aware of automatic thoughts, underlying assumptions, and core beliefs, and by using techniques like Socratic questioning and behavioral experiments, individuals can challenge and reshape their thinking patterns. These skills, central to CBT, empower people to break free from negative cycles of thought and behavior, leading to more balanced and fulfilling lives.

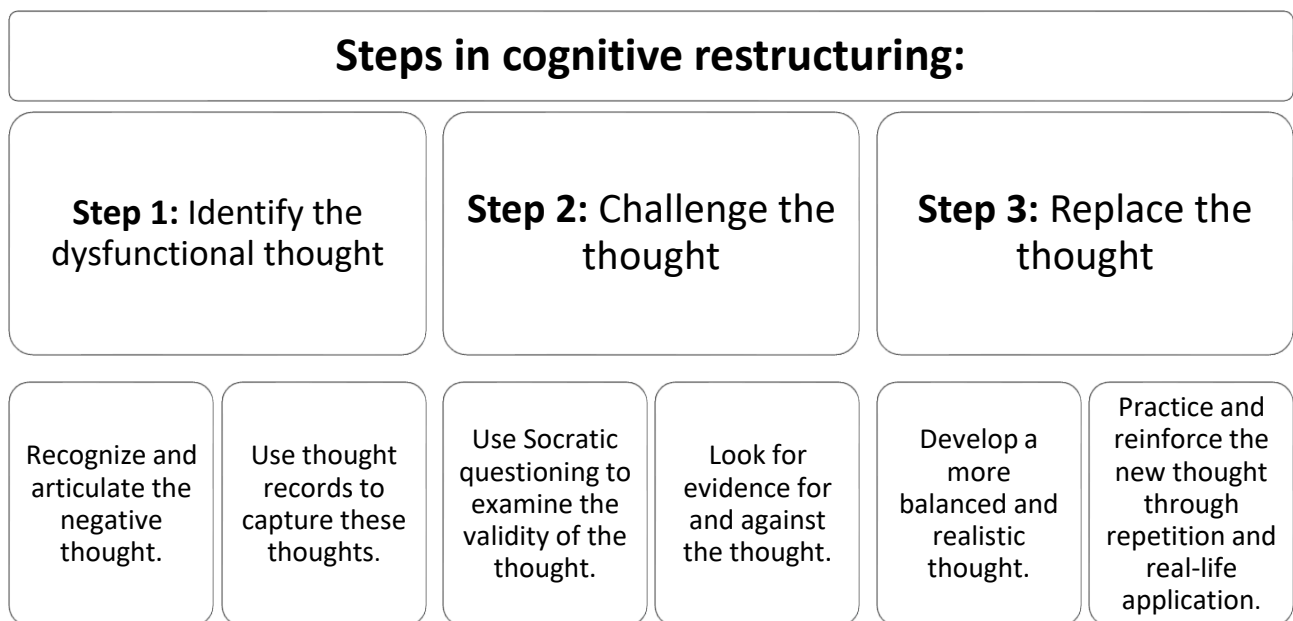
3. Skills of restructuring dysfunctional cognitions

It is not the events themselves that affect a person, but the meaning (meaning) they give to them. The same event can have different emotional and behavioral reactions depending on the interpretation.

When an emotional response seems disproportionate or inadequate to an event, it is due to an individual's interpretation of what is happening.

It is possible to rid a person of dysfunctional experiences and maladaptive behavior through help in changing persistent beliefs and situational interpretations to more adequate ones.

Definition of Dysfunctional Cognitions Negative or irrational thought patterns that contribute to emotional distress and maladaptive behaviors (**Ex.** catastrophizing, overgeneralization, black-and-white thinking).



Cognitive restructuring is a core technique in Cognitive Behavioral Therapy (CBT) that helps individuals identify and change negative or distorted thinking patterns. By replacing these patterns with more positive and realistic thoughts, cognitive restructuring can improve emotional well-being and promote healthier behaviors. Below are several techniques to facilitate cognitive restructuring, along with instructions on how to implement them effectively.

Thought stopping is a technique designed to interrupt negative thought patterns as they occur. This method helps individuals break the cycle of negative thinking before it escalates into more intense emotions or behaviors.

Instruction: When you notice a negative thought entering your mind, immediately say "Stop!" either aloud or in your head. This verbal command acts as a mental cue to interrupt the negative thought process. After stopping the thought, take a deep breath and consciously shift your focus to something neutral or positive. Over time, with repeated practice, this technique can reduce the frequency and intensity of negative thoughts.

Positive affirmations involve replacing negative thoughts with positive, self-affirming statements. This technique helps reinforce a more positive self-image and counteracts the effects of negative thinking.

Instruction: Identify the negative thoughts that frequently arise in your mind. For each negative thought, create a corresponding positive affirmation. For example, if you often think, "I'm not good enough," replace it with "I am capable and worthy." Repeat these affirmations to yourself daily, especially when you catch yourself thinking negatively. The repetition of positive affirmations helps to reprogram your mind to adopt a more positive and empowering mindset.

Gratitude practices focus on the positive aspects of life and encourage the expression of gratitude. This technique shifts your perspective from what is lacking or negative to what is present and positive in your life.

Instruction: Set aside time each day, such as before bed or upon waking, to reflect on three things you are grateful for. These can be small things, like enjoying a good meal, or more significant, like having supportive friends or family. You can write these down in a gratitude journal or simply think about them. Regularly practicing gratitude helps to cultivate a more positive outlook and can reduce the impact of negative thoughts by focusing on the good things in your life.

Imagery Techniques involve visualizing positive outcomes and scenarios. This technique harnesses the power of imagination to create mental images that evoke positive feelings and reduce stress.

Instruction: When faced with a situation that triggers anxiety or negative thoughts, close your eyes and imagine a positive outcome or a peaceful scenario. For example, if you are worried about an upcoming presentation, visualize yourself delivering it confidently and receiving positive feedback from your audience. Engage all your senses in the visualization—imagine what you would see, hear, and feel in that positive scenario. Practicing this regularly can help you build confidence and reduce negative thinking patterns by focusing on positive possibilities.

Each of these techniques—thought stopping, positive affirmations, gratitude practices, and imagery techniques—provides a practical method for facilitating cognitive restructuring. By interrupting negative thoughts, reinforcing positive beliefs, focusing on gratitude, and visualizing positive outcomes, these techniques can help transform your mindset, leading to improved mental and emotional well-being. With consistent practice, these strategies can become powerful tools for managing negative thoughts and fostering a more positive, resilient outlook on life.

Conclusion

Cognitive flexibility and reframing are crucial for resilience. Identifying and testing thoughts and beliefs help in understanding and changing cognitive patterns. Restructuring dysfunctional cognitions is essential for maintaining mental health and resilience.

Questions to the topic of the lecture:

1. What is cognitive flexibility, and why is it important for resilience?
2. How does reframing help individuals cope with challenging situations?
Provide an example.
3. Describe the process of identifying and testing automatic thoughts and core beliefs.
4. What are the common types of dysfunctional cognitions, and how can they be restructured?
5. Explain the steps involved in cognitive restructuring and provide a practical example of its application.

Lecture 4: Values, meanings and goals in the structure of resilience.

1. *Values as a personal basis of resilience.*
 2. *Principles of work with values.*
 3. *Techniques of working with values, goals and meanings.*
-

Key words: personal values, meaning in life, goal setting, purpose, value alignment, existential thoughts, motivation, life mission, goal achievement, resilience framework.

1. Values as a personal basis of resilience

Your personal values are your inner compass, your source of motivation, and your sense of purpose. They help you align your behavior with your goals and aspirations, and they give you a sense of direction and meaning. When you're facing culture change, whether it's in your organization, your community, or your society, your personal values can help you navigate the uncertainty and complexity that comes with it. They can also help you cope with the emotions and stress that may arise from the change.

Core beliefs or standards that guide behavior and decision-making. Reflect what is important to an individual and provide a sense of purpose and direction.

Before you can use your personal values to build resilience, you need to first identify them. To do this, reflect on questions such as: what matters most to you in life? What are you passionate about? What are you proud of? What are you willing to stand up for? What are you not willing to compromise on? Writing down your answers and looking for the common themes and patterns will help you uncover your core values - the ones that define who you are and what you stand for.

Values play a crucial role in fostering resilience, providing individuals with a stable foundation during times of stress and adversity. When faced with challenges, values serve as guiding principles that anchor us and offer a sense of stability. By staying connected to our core values, we can navigate difficult situations with greater clarity and confidence, even when external circumstances are uncertain or overwhelming.

Values also help individuals prioritize actions and make decisions that are aligned with their core beliefs. In the face of adversity, it can be easy to feel lost or overwhelmed by the sheer number of choices and demands. However, by turning to our values, we can determine which actions are most important and which decisions will best support our long-term well-being. This alignment with core beliefs not only simplifies decision-making but also ensures that our actions are consistent with who we truly are.

Moreover, values enhance motivation and commitment to overcoming challenges. When we are connected to our values, we are more likely to persevere through difficult

times, as our actions are driven by something deeply meaningful to us. This sense of purpose fuels our determination, making it easier to stay focused and committed to our goals, even when the path is challenging.

Connection between values and well-being

The connection between values and well-being is well-documented in psychological research. Living in accordance with one's values is strongly associated with greater life satisfaction and psychological well-being. When our actions reflect our core values, we experience a sense of alignment between our inner beliefs and our external behavior. This alignment brings a profound sense of fulfillment and contentment, contributing to overall life satisfaction.

Values-driven behavior also promotes a sense of integrity and authenticity. When we act in ways that are consistent with our values, we feel true to ourselves, which fosters self-respect and confidence. This authenticity enhances our relationships with others, as we are more likely to interact with others in genuine and meaningful ways. Ultimately, living according to our values helps us build a life that feels coherent and purposeful, contributing to long-term happiness and well-being.

Examples of Core Values

Core values vary from person to person, but some common examples include:

- **Integrity:** The quality of being honest and having strong moral principles. Integrity involves doing the right thing, even when no one is watching, and is fundamental to building trust and respect in both personal and professional relationships.
- **Compassion:** The ability to understand and share the feelings of others, coupled with a desire to help alleviate their suffering. Compassion drives us to be kind and empathetic, fostering deeper connections with those around us.
- **Perseverance:** The commitment to continue striving toward a goal, even in the face of obstacles. Perseverance reflects resilience, as it involves maintaining effort and determination despite difficulties.
- **Family:** Placing a high value on relationships with family members and prioritizing their well-being. Family can provide emotional support and a sense of belonging, especially during challenging times.
- **Community:** Valuing and contributing to the well-being of one's community. This value involves a commitment to working with others for the common good and can provide a sense of purpose and connection.
- **Personal Growth:** The desire to continuously improve oneself, learn new skills, and develop as a person. Personal growth is closely linked to resilience, as it involves embracing challenges as opportunities for learning and development.

Values are a powerful source of resilience, providing a stable foundation during times of stress and guiding our actions and decisions in alignment with our core beliefs. By enhancing motivation, commitment, and well-being, values help us navigate life's

challenges with integrity and authenticity. Whether it is integrity, compassion, perseverance, family, community, or personal growth, our core values are fundamental to building a life that is meaningful, fulfilling, and resilient.

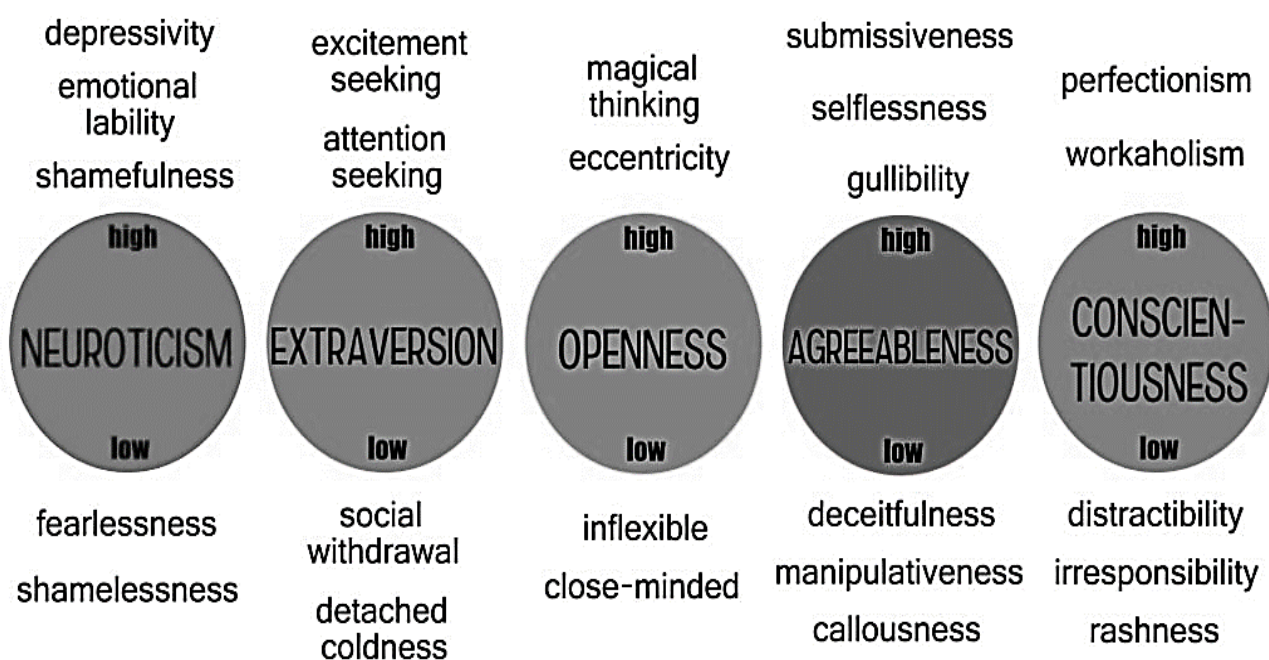
The big five personality traits, often referred to as OCEAN, and sometimes CANOE, are: Openness, Conscientiousness, Extroversion, Agreeableness, and Neuroticism. These five traits represent broad domains of human behavior and account for differences in both personality and decision making. Today, the model is used by HR practitioners to evaluate potential employees and marketers to understand the audiences of their products.

The history and development of the traits is long and not without significant challenge. In fact, the earliest known attempt to build a taxonomy of human behavior dates back to the late 1800s. Between that first investigation and the 1940s, the taxonomy was refined from over 4,000 traits to 171 and eventually 5.

However, psychological and sociological discourse over the next two decades would call into question the validity of any attempt to correlate personality with behavior. The influential book “Personality and Assessment”, authored by Walter Mischel, went so far as to suggest that there was only a correlation of 0.3 between personality and behavior. Mischel argued the case that situational variables had a much greater impact on action than pre-disposition.

It is important to note that each of the five primary personality traits represents a range between two extremes. For example, extraversion represents a continuum between extreme extraversion and extreme introversion. In the real world, most people lie somewhere in between.

While there is a significant body of literature supporting these primary personality traits, researchers don't always agree on the exact labels for each dimension. That said, these five traits are usually described as follows.



O	Openness to experience	Sometimes called intellect or imagination, this represents the willingness to try new things and think outside the box. Traits include insightfulness, originality and curiosity.	High: very creative, open to trying new things, focused on tackling new challenges, happy to think about abstract concepts	Low: dislikes change, does not enjoy new things, resists new ideas, not very imaginative, dislikes abstract or theoretical concepts
C	Conscientiousness	The desire to be careful, diligent and to regulate immediate gratification with self-discipline. Traits include ambition, discipline, consistency and reliability.	High: spends time preparing, finishes important tasks right away, pays attention to detail, enjoys having a set schedule	Low: dislikes structure and schedules, makes messes and doesn't take care of things, fails to return things or put them back where they belong, procrastinates important tasks, fails to complete necessary or assigned tasks
E	Extroversion	A state where an individual draws energy from others and seeks social connections or interaction, as opposed to being alone (introversion). Traits include being outgoing, energetic and confident.	High: enjoys being the center of attention, likes to start conversations, enjoys meeting new people, has a wide social circle of friends and acquaintances, finds it easy to make new friends, feels energized when around other people, say things before thinking about them	Low: prefers solitude, feels exhausted when having to socialize a lot, finds it difficult to start conversations, dislikes making small talk, carefully thinks things through before speaking, dislikes being the center of attention
A	Agreeableness	The measure of how an individual interacts with others, characterised by degree of compassion and co-operation. Traits include tactfulness, kindness and loyalty.	High: has a great deal of interest in other people, cares about others, feels empathy and concern for other people, enjoys helping and contributing to the happiness of other people, assists others who are in need of help	Low: takes little interest in others, doesn't care about how other people feel, has little interest in other people's problems, insults and belittles others, manipulates others to get what they want
N	Neuroticism	A tendency towards negative personality traits, emotional instability and self-destructive thinking. Traits include pessimism, anxiety, insecurity and fearfulness.	High: experiences a lot of stress, worries about many different things, gets upset easily, experiences dramatic shifts in mood, feels anxious, struggles to bounce back after stressful events	Low: emotionally stable, deals well with stress, rarely feels sad or depressed, doesn't worry much, is very relaxed

The OCEAN model is best thought of as a series of interconnected scales. Everyone will sit somewhere on each scale, but tests that use the OCEAN framework aim to determine the degree to which an individual shows the traits covered by each of the domains.

Many organizations use employee scores to determine cultural fit, in addition to building teams that have similar or complimentary personality traits. Some even take this a step further by providing staff with a summary of their results and advice on how best to communicate with employees with different personality types.

Outside of HR departments, marketers are the most frequent users of the OCEAN framework. Often combined with demographic or other targeting factors, the model is used to help understand audiences and what will likely appeal to them based on the commonalities within their personality profiles. Much has been written about subsets of personality types that marketers can target, in addition to strategies for doing so.

Once you have identified your core values, you can use them to align yourself with the culture change that you're facing. This means finding ways to connect your values with the vision, goals, and benefits of the change, and to express them in your actions and interactions. For example, if one of your core values is integrity, you can align yourself with the culture change by being honest, transparent, and accountable for your role and impact in the change process. If one of your core values is creativity, you can align yourself with the culture change by seeking new opportunities, ideas, and solutions that support the change.

2. Principles of work with values

Reasons why a consultant should avoid influencing the client's values:

- 1) the life philosophy of each individual is unique and it is undesirable to impose it on others;
- 2) no consultant can claim to have a fully developed, adequate philosophy of life;
- 3) the most acceptable places for assimilation of values are family, church and school, not the consultant's office;
- 4) an individual develops his own ethical system, using not one source and not in one day, but under the influence of many life factors and over a long period of time;
- 5) no one can prevent another person from forming a unique philosophy of life, which would be the most conscious for him;
- 6) the client has the right to reject the ethical principles and philosophy of life of another person.

Working with values: techniques and applications. Understanding and working with values is a crucial aspect of personal development and well-being. Values are the fundamental beliefs that guide our actions and decisions, and aligning our behavior with these values can lead to greater life satisfaction and reduced internal

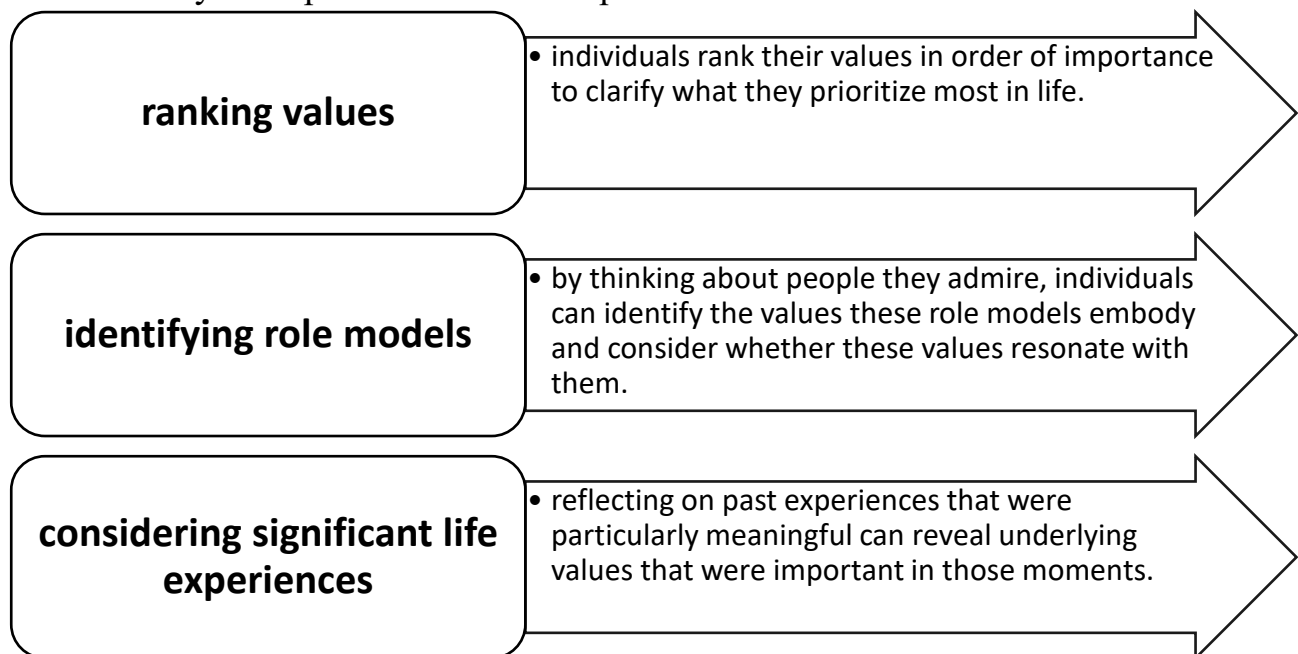
conflict. The following sections outline various techniques and strategies to help individuals identify, clarify, and align their actions with their core values.

Self-reflection is a key process in understanding one's values. By encouraging individuals to reflect on their values, they can gain clarity and self-awareness. This introspection involves asking deep, meaningful questions such as:

- What is most important to me in life?
- What principles do I want to guide my actions?
- How do my current actions align with my values?

These questions help individuals explore their inner beliefs and assess whether their actions and life choices are consistent with what they truly value. Regular self-reflection fosters a deeper understanding of oneself and can guide future behavior in a way that aligns with core values.

Values clarification involves helping individuals identify and articulate their values clearly. This process often uses specific exercises such as:



These exercises help individuals to not only identify but also articulate their values, making them more conscious of what drives their decisions and behaviors.

Values-driven goal setting ensures that personal and professional goals are aligned with core values. When goals reflect what is truly important to the individual, they are more likely to be motivated to achieve them. This alignment involves: **setting goals** (defining what one wants to achieve in life, whether in a personal or professional context), **ensuring alignment** (checking that these goals are consistent with the individual's core values, ensuring that the pursuit of these goals is meaningful and fulfilling).

Aligning goals with values can lead to a more purposeful and satisfying life, as individuals are working toward something that resonates deeply with their beliefs.

Consistency and congruence refer to the alignment between one's actions and their identified values. When behavior is consistent with values, individuals experience

a sense of integrity and authenticity. However, when there is a discrepancy between values and actions, it can lead to internal conflict. Addressing these discrepancies involves: **promoting consistent behavior** (encouraging actions that reflect core values), **enhancing congruence** (working to align actions with values, reducing internal conflict and increasing personal satisfaction).

Living consistently with one’s values fosters a sense of peace and coherence, as individuals feel true to themselves.

Values can serve as a compass in decision-making, particularly during difficult situations. By evaluating options based on how well they align with core values, individuals can make decisions that are more likely to lead to long-term satisfaction and well-being. This process involves: **using values as a guide** (making decisions that reflect one’s most important values), **evaluating options** (considering how different choices align or conflict with core values).

Using values in decision-making helps ensure that choices are not only rational but also deeply aligned with what matters most to the individual.

Several techniques can facilitate the exploration of values, goal-setting, and meaning-making in life.

Techniques of working with values, goals, and meanings

Values exploration exercises	
Values sort	A card-sorting activity where individuals categorize values into groups (e.g., very important, somewhat important, not important). This exercise helps clarify which values are most significant.
Values interview	Guided conversations to explore values, their origins, and their significance. This technique deepens understanding of why certain values are important and how they influence behavior.
Goal setting techniques	
SMART goals	Setting Specific, Measurable, Achievable, Relevant, and Time-bound goals. This technique ensures that goals are clear, realistic, and aligned with values.
Vision boards:	Creating visual representations of goals and values to maintain focus and motivation. Vision boards serve as a constant reminder of what one is working toward.
Meaning-making activities	
Narrative therapy	Encouraging individuals to tell their life stories, emphasizing moments that reflect their values and goals. This technique helps individuals see how their values have shaped their lives and how they can continue to do so.
Logotherapy techniques	Focusing on finding meaning in life’s challenges and using that meaning to drive behavior. This approach helps individuals derive purpose from difficult experiences.

Action planning	
Values-based action plans	Developing specific actions that reflect core values and contribute to goal achievement. This planning ensures that daily activities are aligned with long-term values.
Behavioral activation	Identifying and engaging in activities that are aligned with values and enhance well-being. This technique encourages proactive behavior that reinforces values-driven living.
Reflective practices	
Journaling	Writing about values, goals, and meaningful experiences to deepen understanding and commitment. Journaling helps solidify one's values and track progress toward goals.
Meditation and Mindfulness	Practices to enhance awareness of values and foster a present-moment focus on meaningful actions. These practices cultivate a deeper connection to one's values and encourage mindful, values-driven behavior.
Therapeutic techniques	
Acceptance and Commitment Therapy (ACT)	Using mindfulness and acceptance strategies to increase psychological flexibility and commitment to values-driven actions. ACT helps individuals embrace their values even in the face of difficulties.
Cognitive Behavioral Techniques	Identifying and challenging thoughts that hinder values-driven behavior and reinforcing positive changes. Overcome mental barriers to living in accordance with their values.

Working with values, goals, and meaning is a powerful way to enhance personal development and well-being. By engaging in self-reflection, clarifying values, aligning goals with these values, and using various techniques to explore and reinforce them, individuals can live more authentically and purposefully. Whether through reflective practices, therapeutic techniques, or goal-setting strategies, the consistent focus on values leads to a life that is deeply satisfying and true to one's core beliefs.

Conclusion

Values are a fundamental component of resilience, providing direction and motivation. Clarifying and aligning actions with values enhance well-being and resilience. Various techniques can be used to explore and integrate values, goals, and meanings into everyday life.

Questions to the topic of the lecture:

1. What are values, and why are they important for resilience?
2. How can self-reflection help in clarifying an individual's values?
3. What is the significance of aligning personal goals with core values?
4. Describe the process and purpose of a values sort exercise.
5. How does Acceptance and Commitment Therapy (ACT) use values to enhance psychological flexibility and resilience?

Lecture 5: Effective coping in the structure of resilience.

1. *Concept of coping behavior.*
 2. *Overview of the main concepts of coping behavior.*
 3. *Behavioral activation techniques in working with resilience.*
 4. *Formation of problem-solving skills.*
-

Key words: coping behavior, behavioral activation, problem-solving skills, coping strategies, stress reduction, adaptive coping, coping mechanisms, stress management, techniques, resilient behavior, effective strategies.

1. Concept of coping behavior

Coping refers to the thoughts, emotions, and behaviors that individuals mobilize to manage both internal and external stressors. It encompasses both conscious strategies and unconscious adaptive responses, aimed at reducing or tolerating stress. Coping behavior is crucial for mitigating the impact of stressors, preserving psychological well-being, and enabling adaptation to challenging circumstances.

Coping styles, which are relatively stable traits, determine how individuals respond to stress. These styles are consistent across time and situations and can be divided into reactive and proactive coping. Reactive coping occurs in response to a stressor, while proactive coping aims to neutralize future stressors. Proactive individuals tend to excel in stable environments due to their routinized and less reactive nature, whereas reactive individuals perform better in variable environments.

Coping strategies are typically categorized into four major types:

1. **Problem-focused coping:** this strategy involves efforts to change or manage the source of stress. Examples include active coping, planning, and suppression of competing activities. It is often considered effective, especially in situations where the individual has some control over the stressor.
2. **Emotion-focused coping:** this approach aims to regulate the emotional response to stress. Techniques include positive reframing, acceptance, seeking social support, and practicing relaxation. This strategy is beneficial when the stressor cannot be easily changed.
3. **Meaning-focused coping:** this involves using cognitive strategies to derive and manage the meaning of a stressful situation. It helps individuals find purpose or significance in their experiences, which can enhance resilience.
4. **Social coping (support-seeking):** this strategy involves reducing stress by seeking emotional or instrumental support from others. Social support can be a crucial buffer against the negative effects of stress.

In addition to these adaptive coping strategies, some individuals may engage in maladaptive coping, such as avoidance, disengagement, and emotional suppression, which are associated with poorer mental health outcomes.

The physiological basis of different coping styles involves the serotonergic and dopaminergic systems in the brain, particularly within the medial prefrontal cortex and the nucleus accumbens. Neuropeptides like vasopressin and oxytocin also play significant roles in coping, though the direct impact of neuroendocrinology, such as hypothalamic-pituitary-adrenocortical axis activity, on coping styles is less clear.

Overall, the choice of coping strategy can significantly influence the outcome of stress management, with problem-focused approaches often being the most beneficial in controllable situations, while emotion-focused and social coping can be effective in managing the emotional burden when the stressor cannot be directly altered.

2. Overview of the main concepts of coping behavior

- **Lazarus and Folkman's Transactional Model of Stress and Coping:**
 - Stress is viewed as a result of the interaction between an individual and their environment.
 - Coping is influenced by the individual's appraisal of the stressor and their perceived ability to manage it.
 - Primary Appraisal: Evaluating the significance of the stressor (e.g., is it a threat, challenge, or harm/loss?).
 - Secondary Appraisal: Evaluating the resources available to cope with the stressor (e.g., skills, support systems).
- **Endler and Parker's Coping Inventory for Stressful Situations (CISS):**
 - Identifies three primary coping styles:
 - **Task-Oriented Coping:** Efforts to solve the problem causing the stress.
 - **Emotion-Oriented Coping:** Efforts to manage emotional distress.
 - **Avoidance-Oriented Coping:** Efforts to avoid dealing with the stressor, which can include social diversion (seeking out social interaction) and distraction (engaging in alternative activities).
- **Carver's Coping Strategies Inventory (COPE):**
 - Identifies a broad range of coping strategies, including active coping, planning, suppression of competing activities, restraint coping, seeking social support, positive reinterpretation and growth, acceptance, turning to religion, and mental disengagement.

3. Behavioral activation techniques in working with resilience

- **Definition of Behavioral Activation:**

- A therapeutic approach that focuses on helping individuals engage in activities that are aligned with their values and interests, which can counteract depression and enhance resilience.
- **Principles of Behavioral Activation:**
 - **Activity Scheduling:** Planning and engaging in positive and meaningful activities.
 - **Pleasure and Mastery Activities:** Encouraging activities that provide a sense of pleasure and accomplishment.
 - **Monitoring Activity and Mood:** Keeping track of activities and their impact on mood to identify patterns and make adjustments.
- **Steps in Behavioral Activation:**
 - **Assessment:** Identifying current activities and their effects on mood and functioning.
 - **Goal Setting:** Setting specific, measurable, achievable, relevant, and time-bound (SMART) goals for activity engagement.
 - **Action Planning:** Developing a detailed plan for how and when to engage in targeted activities.
 - **Implementation:** Carrying out the plan and tracking progress.
 - **Review and Adjustment:** Regularly reviewing progress and making necessary adjustments to the plan.
- **Examples of Behavioral Activation Activities:**
 - Physical exercise.
 - Social activities.
 - Hobbies and interests.
 - Volunteering and community involvement.

4. Formation of problem-solving skills

- **Importance of Problem-Solving Skills:**
 - Essential for effective coping and resilience.
 - Enable individuals to identify, analyze, and resolve stressors systematically.
- **Steps in Problem-Solving:**
 - **Identify the Problem:** Clearly define the issue causing stress.
 - **Generate Possible Solutions:** Brainstorm multiple potential solutions without immediate judgment.
 - **Evaluate Solutions:** Assess the pros and cons of each potential solution.
 - **Choose the Best Solution:** Select the solution that appears to be the most effective and feasible.
 - **Implement the Solution:** Develop a plan and take action to implement the chosen solution.

- **Review the Outcome:** Evaluate the effectiveness of the solution and make adjustments if necessary.
- **Techniques to Enhance Problem-Solving Skills:**
 - **Brainstorming:** Generating a wide range of ideas without immediate criticism.
 - **Mind Mapping:** Visualizing the problem and potential solutions in a diagram.
 - **Role-Playing:** Practicing different scenarios to explore possible outcomes and responses.
 - **SWOT Analysis:** Analyzing strengths, weaknesses, opportunities, and threats related to the problem and potential solutions.
- **Training and Practice:**
 - **Workshops and Seminars:** Participating in structured learning experiences focused on problem-solving.
 - **Real-Life Applications:** Practicing problem-solving skills in everyday situations to build confidence and competence.
 - **Feedback and Reflection:** Seeking feedback on problem-solving efforts and reflecting on successes and areas for improvement.

Conclusion

Coping behavior is crucial for managing stress and building resilience. Understanding different coping strategies helps individuals choose the most effective approaches for their circumstances. Behavioral activation techniques can significantly enhance resilience by promoting engagement in meaningful activities. Developing strong problem-solving skills is essential for effective coping and long-term resilience.

Questions to the topic of the lecture:

1. What are the main functions of coping behavior?
2. How do Lazarus and Folkman's Transactional Model of Stress and Coping explain the process of coping?
3. Describe the principles and steps involved in behavioral activation.
4. Why are problem-solving skills important for resilience, and what are the key steps in the problem-solving process?
5. What are some techniques that can enhance problem-solving skills, and how can they be applied in real-life situations?

Lecture 6: Resourcing in the formation and development of resilience.

1. *General overview of the concept of personal resources.*
 2. *Concept of personality resources BASIC Ph (M. Lahad). Theoretical basis and essence of the model.*
 3. *Practical work according to the model BASIC Ph.*
 4. *Art-therapy resource-oriented techniques.*
-

Key words: personal resources, resource-based model, BASIC Ph model, resilience development, coping modalities, strengths identification, resource enhancement, resource allocation, resilience building techniques, empowerment.

1. General overview of personal resources concept

Personal resources are internal and external assets that individuals can draw upon to cope with stress and adversity. They include skills, abilities, knowledge, social support, and physical health.

They help individuals manage stress, recover from setbacks, and maintain mental and physical well-being. Personal resources enhance adaptability and flexibility in facing life's challenges.

Types of personal resources: 1) **internal resources** (self-esteem, optimism, emotional regulation, problem-solving skills, resilience); 2) **external resources** (social support, financial stability, access to healthcare, educational opportunities).

2. Concept of personality resources BASIC Ph (M. Lahad). Theoretical basis and essence of the model.

In the 1990s, Mooli Lahad and his colleagues conducted extensive research with individuals living under constant life threats. They discovered that while 20% of these individuals exhibited symptoms of Post-Traumatic Stress Disorder (PTSD), the remaining 80% managed to cope with their trauma effectively, maintaining their health and well-being. This led Lahad to develop the "BASIC Ph" model, a multidimensional approach to understanding and enhancing individual resilience and coping strategies in the face of stress and trauma. The model is designed to act as a "bridge over the abyss," facilitating personal growth from crises and connecting one's internal "Self" with the external "World" (Lahad & Leykin, 2013).

The "BASIC Ph" Model Explained

The "BASIC Ph" model identifies six modalities through which individuals can harness their unique coping resources. Each modality represents a distinct avenue for overcoming stress and achieving internal stability. These modalities are:

B	Belief & Values	This modality involves faith, beliefs, values, and a philosophy of life. It encompasses faith in God, people, or oneself. Meaningfulness in life, a system of life values, mission, and faith serve as crucial sources of strength during difficult situations.	Faith, values, philosophy of life. Drawing strength from belief systems, meaningfulness, and life mission.
A	Affect	Affect refers to the expression of emotions and feelings. It is vital to understand and name one's feelings, which can then be expressed in various ways, such as verbally, in writing, or through non-verbal means like dance, drawing, music, or drama. This modality includes direct or indirect expressions of feelings, such as journaling or artistic expression.	Expression of emotions and feelings. Understanding and expressing emotions through various forms such as talking, writing, art, music.
S	Socialization	Socialization highlights the importance of communication and seeking support from family, friends, or professionals. It also involves helping others, engaging in community service, and feeling part of a larger system or organization. The essence of this method is social inclusion and the sense of belonging and being useful.	Social ties, social support, communication. Seeking and providing support, engaging in community, feeling a sense of belonging.
I	Imagination	Imagination taps into creative abilities and the creative side of the personality. It includes dreaming, developing intuition, finding solutions through play and fantasy, and recalling happy memories to alleviate current stress. This modality also encompasses humor, improvisation, art, and crafts.	Creativity, dreams, memories. Using imagination for problem-solving, creating new perspectives, and recalling positive experiences.
C	Cognition	Cognition involves using mental abilities to think logically and critically, assess situations, learn new ideas, plan, gather information, and solve problems. It includes prioritization, exploring alternatives, delegating tasks, and self-reflection.	Thought, cognitive strategies. Logical thinking, problem-solving, learning, analyzing, planning.

Ph Physical	<p>This modality focuses on physical activity and bodily resources. It includes sensory experiences, physical exercises, relaxation techniques, and body practices like breathing exercises. Physical activity helps individuals cope with stress through bodily engagement and maintaining physical health.</p>	<p>Physical activity, bodily resources. Engaging in physical exercise, using sensory experiences, practicing relaxation techniques.</p>
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Utilization and Development of Modalities

Each individual has a unique combination of these six coping resources, with some being more dominant than others. It is essential to recognize one's strengths and work on developing weaker modalities to enhance overall resilience and personal resources. The "BASIC Ph" model encourages individuals to identify which channels are more developed and which require further development. A self-assessment test can help individuals determine their strengths and areas for improvement.

Importance of a Balanced Approach

The model emphasizes that there is no right or wrong way to use these channels; each has its advantages and disadvantages. In challenging situations, individuals are encouraged to reflect on their existing resources and focus on their effective use. If one feels stuck or in a "dead-end," it is advisable to explore less developed or dormant channels.

The "BASIC Ph" model provides a comprehensive framework for understanding and enhancing resilience through a multifaceted approach. By utilizing and developing various coping resources, individuals can better navigate stress and trauma, fostering personal growth and internal stability. This model serves as a valuable tool for both individuals and professionals in the field of psychology, offering a structured yet flexible approach to resilience and coping.

• Theoretical Basis:

- Developed by Mooli Lahad and his colleagues in the 1990s.
- Based on the observation that while some individuals develop PTSD after trauma, others thrive and maintain health.
- Aimed to identify and understand the healthy coping mechanisms used by resilient individuals.

• Essence of the BASIC Ph Model:

- The model outlines six modalities of coping resources that individuals can use to manage stress and build resilience.
- Each modality represents a different aspect of human experience and coping strategies.

3. Practical work according to the BASIC Ph model.

Assessing which modalities are naturally strong and which need development. Using self-assessment tools and reflective exercises to identify strengths and areas for improvement.

Developing Each Modality

Belief & Values	Engaging in spiritual practices, reflecting on life values, setting meaningful goals.
Affect	Practicing emotional awareness, using expressive arts, writing journals, talking about feelings.
Socialization	Building and maintaining social networks, participating in group activities, volunteering.
Imagination	Encouraging creative activities, using visualization techniques, recalling positive memories.
Cognition	Engaging in continuous learning, practicing critical thinking, setting and achieving goals.
Physical	Incorporating regular exercise, practicing mindfulness, engaging in body relaxation techniques.

Encouraging a balanced approach by integrating different modalities into daily life. Creating a personal resilience plan that includes activities and practices from each modality.

4. Art-therapeutic resource-oriented techniques

The use of artistic methods to treat psychological disorders and enhance mental health is known as art therapy. Art therapy is a technique rooted in the idea that creative expression can foster healing and mental well-being.

People have been relying on the arts for communication, self-expression, and healing for thousands of years. But art therapy didn't start to become a formal program until the 1940s.

Doctors noted that individuals living with mental illness often expressed themselves in drawings and other artworks, which led many to explore the use of art as a healing strategy. Since then, art has become an important part of the therapeutic field and is used in some assessment and treatment techniques.

Art therapy is not the only type of creative art used in the treatment of mental illness. Other types of creative therapies include: Dance therapy, Drama therapy, Expressive therapy, Music therapy, Writing therapy and other.

The goal of art therapy is to utilize the creative process to help people explore self-expression and, in doing so, find new ways to gain personal insight and develop new coping skills.

The creation or appreciation of art is used to help people explore emotions, develop self-awareness, cope with stress, boost self-esteem, and work on social skills.

Techniques used in art therapy can include: Collage, Coloring, Doodling and scribbling, Drawing, Finger painting, Painting, Photography, Sculpting, Working with clay.

As clients create art, they may analyze what they have made and how it makes them feel. Through exploring their art, people can look for themes and conflicts that may be affecting their thoughts, emotions, and behaviors

Art-therapeutic resource-oriented techniques harness the creative process to help individuals express and process their emotions, reduce stress, and enhance overall well-being. Art therapy provides a non-verbal avenue for exploring feelings and experiences, making it a powerful tool for those who may find it difficult to articulate their emotions verbally.

Definition and benefits of art therapy: art therapy involves the use of various creative processes to enable individuals to express and process their emotions. It is particularly beneficial in reducing stress, fostering emotional well-being, and promoting self-awareness. By providing a non-verbal means of expression, art therapy allows individuals to explore their inner world in a safe and supportive environment.

Resource-oriented art therapy techniques:

1. **Mandala drawing:** involves creating intricate, often circular designs that can promote relaxation, focus, and self-discovery. The repetitive and meditative nature of drawing mandalas helps individuals center themselves, providing a calming effect that can reduce anxiety and stress.

2. **Collage making:** uses images, materials, and textures to create visual representations of personal strengths and resources. This technique allows individuals to explore their identity and personal history in a tangible form, helping them to recognize and celebrate their inner resources.

3. **Painting and drawing:** expressing emotions and experiences through painting and drawing is a core aspect of art therapy. These activities encourage self-awareness and emotional release, offering a direct way for individuals to process their feelings and experiences. The act of creating art can also be empowering, giving individuals a sense of control over their emotional expression.

4. **Sculpting and crafting:** sculpting and crafting involve the use of tactile activities, which engage physical and sensory resources. These techniques help individuals explore their physical environment and the sensations associated with it, which can be grounding and restorative. The process of creating something with one's hands can also reinforce a sense of accomplishment and self-efficacy.

To effectively implement art therapy, it is important to integrate these techniques into both individual and group sessions. Practitioners should encourage clients to explore different art forms, allowing them to discover which medium resonates most with them. Art therapy can be used as a tool for reflection and self-expression, helping clients to develop resilience by providing them with a constructive outlet for their

emotions and experiences. Through regular practice, art therapy can become a valuable resource for emotional healing and personal growth.

Practical tips for daily practical use

The following questions and answers will help you develop channels that are less pronounced in your individual style of coping with stress.

Belief & values:

1. What and who do you believe in? What traditions do you love and/or follow in your life?
2. What group or community would you like to belong to (professional community, interest group, etc.)? What values are close to you?
3. What do you value in partners with whom you have a common business, work, hobbies, interests, etc.? What do you think your partners value in you?
4. What meanings fill your life?

Affect:

1. What emotions are you experiencing at a particular moment and can you name them?
2. Are you able to recognize the emotions of other people?
3. Do you influence yourself and the people around you, taking into account their/your emotional reactions?
4. Do you share your feelings with those around you?
5. Do you allow your emotions to be expressed? With whom do you allow them to be expressed?

Socialization:

1. What does help and support mean to you? Do you ask for help when you need it? Do you provide help to those who need it?
2. How important do you think it is to share responsibilities in the family? Do you agree on the division of responsibilities?
3. Do you enjoy socializing with others? Who are these people and what do you like about them? What do you get from this communication?

Imagination:

1. Do you like to create something new? In what area of life can you call yourself an innovator?
2. What area is most interesting for you to create something new?
3. Do you allocate time in your life to communicate with art, to create something new?
4. Do you allow yourself to dream? Do you visualize your dreams and desires?
5. How do you develop your imagination?

Cognition and thought:

1. Is it important for you to accurately assess the situation and collect all the information? What is “all” information for you? What risks do you build into your planning if the information you collect is not exhaustive? How do you check the reliability of the information you receive?

2. Do you analyze difficult situations in your life? Does your experience help you “not to make the same mistakes”? Do you track your progress in solving difficult life situations over time (with age)?

3. How often do you train yourself, self-discipline yourself in your life? What is the evidence of discipline in your life?

Physical:

1. How do you take care of yourself?

2. Do you get enough sleep?

3. Are you able to get excited about your work despite physical discomfort (cold, hunger, damp, etc.)? Are you attentive to yourself and can you distinguish between physical discomfort and emotional discontent?

4. How do you alternate your activity and rest periods?

5. What types of recreation do you like best? Do you plan for rest in your daily life? Do you fulfill these points of the plan?

6. What types of physical activity are in your life?

7. Are you attentive to your body in your diet? Do you keep a balance between what is useful and what brings pleasure in your diet?

8. Do you use relaxation techniques? Which ones do you practice?

If you feel exhausted or find it difficult to answer the above questions on your own, be sure to seek the qualified help of a psychologist (psychotherapist)!

Conclusion

Understanding and developing personal resources is crucial for resilience. The BASIC Ph model provides a comprehensive framework for identifying and enhancing coping resources. Practical work and art-therapeutic techniques can help individuals strengthen their resilience.

Questions to the topic of the lecture:

1. What are personal resources, and why are they important for resilience?
2. Can you describe six modalities of the BASIC Ph model and their significance?
3. How can individuals identify their dominant and weaker modalities according to the BASIC Ph model?
4. What are practical ways to develop each modality in the BASIC Ph model?
5. How can art-therapeutic techniques be used to enhance personal resources and resilience?

Lecture 7: Psychological support for the development of student youth's resilience.

1. *Psychosocial features of studentship.*
 2. *Psychological features of the formation and development of resilience of student youth.*
 3. *Strategies for supporting resilience in students*
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Key words: student resilience, psychosocial features, academic stress, emotional support, identity formation, social networks, self-efficacy in students, career preparation, stress management for students, developmental challenges.

1. Psychosocial features of studentship.

Studentship refers to the period in an individual's life when they are engaged in higher education, typically between the ages of 18 and 25. Young people during the adolescence/adulthood transition are vulnerable to weight gain and notoriously hard to reach. Despite increased levels of overweight/obesity in this age group, physical activity behavior, a major contributor to obesity, is poorly understood.

Youth in transition from adolescence to adulthood once embarked on independent living are vulnerable to weight gain, that is when they start higher education/employment, living with partners or getting married and/or become parents themselves. Reduction in physical activity, changes in dietary pattern (skipping breakfast, eating outside the home), increased social activities all contribute to lifestyle changes making weight gain more likely. Individual health behavioral patterns developed during this transition often persist into later life potentially influencing themselves, their partners and/or their children.

An analysis of studies of students' psychological well-being indicates that today much more is known about the influence of negative emotions and states (e.g., depression) on students' success than the relationship between these states and the experience of happiness and life satisfaction. At the same time, a higher level of students' psychological well-being is positively associated with optimism, the value of health, religiosity, and negatively with spirituality and the number of sexual partners. A number of works are also devoted to the study of the factors that form and maintain students' psychological well-being, the features of the transformation of its indicators during their studies at the university.

This period is marked by significant transitions, including increased independence, identity formation, and preparation for professional careers.

The table below summarizes key psychosocial features of student age, which should be considered as key components affecting student resilience

Key psychosocial features:

Identity development	Students are in a critical phase of exploring and solidifying their personal and professional identities. This process is influenced by academic experiences, social interactions, and personal reflections.
Social relationships	Formation of new friendships and social networks is a crucial aspect of student life. Peer relationships, romantic relationships, and interactions with faculty and mentors play a significant role in shaping experiences and development.
Academic pressure	Students often face significant academic demands, including coursework, exams, and projects. Balancing academic responsibilities with personal life can be challenging and stressful.
Independence and autonomy	Increased independence from family and the need to make autonomous decisions. This autonomy can be both liberating and daunting as students navigate adult responsibilities.
Career preparation	Students are focused on preparing for their future careers, which includes gaining relevant knowledge, skills, and experiences. Internships, part-time jobs, and extracurricular activities contribute to career readiness.

L. Mardahaev defines that "youth is a large social group that has specific social and psychological characteristics, the presence of which is determined both by the age characteristics of young people and by the fact that their socio-economic and socio-political situation, their spiritual world are in state of formation (these are people from 16 to 30 years old).

Personality at this age is not only formed, but also realizes its own social position in society. "The boundaries of youth age are quite flexible and depend on the socio-economic development of society, the achieved level of well-being and culture, and people's living conditions. The higher the level of development of society, the more these factors really affect the life expectancy of people, the expansion of the limits of this age. Age limits are a quantitative sign of youth, but it is necessary to specify the content of social growth of young people, in particular in the legislative space. In the Law of Ukraine "On Promoting the Social Formation and Development of Youth in Ukraine", "youth, young citizens - citizens of Ukraine aged 14 to 35. (Paragraph two with changes introduced in accordance with Law N 1659-IV (1659-15) dated 03/23/2004). According to encyclopedic socio-pedagogical publications, "youth is a differentiated social group that acquires the features of a social community and has specific socio-psychological, social, cultural and other features, including lifestyle, is in the process of socialization, has its own social age and according to the needs of the time must be the creator or initiator of a new social and cultural reality.

Traditionally, young people are considered as an active subject of the development of all spheres of social life: family, industrial, educational, leisure, social, state, etc.

The specificity of student socialization, which is due to the fact that they, as the most active social group of the information society, are most exposed to uncontrolled social influences and negative spontaneous socialization; in relation to students, the role of the family, cultural institutions, and institutions of higher education as agents of socialization is significantly reduced, while the role of modern mass communication, in particular the Internet, self-education, self-control, self-realization of students, their participation in the preservation and development of society become especially important, which necessitates the transformation of the content, forms and methods of social and educational activities aimed at guaranteed social development of modern students in a higher education institution, actualizes attention to media socialization, in particular its cyber component.

The social status of young people is directly related to the specific functions they perform. Let's consider the most characteristic functions of youth: reproductive (consists in the preservation and reproduction at a higher level of the entire system of social relations); translational (consists in assimilation, dissemination, multiplication and transfer to the next generations of knowledge, achievements, skills, traditions, values and experience of the older generation); innovative (directly related to the translational function, i.e., the young people bring new cultural neoplasms, changes that improve the acquired innovations in accordance with the modern conditions of social development) to the acquired experience of previous generations.

2. Psychological features of the formation and development of resilience in student youth.

Resilience is the ability to adapt and thrive in the face of adversity, stress, and challenges. It involves bouncing back from difficult experiences and maintaining mental well-being.

Key psychological features:

Self-efficacy	Belief in one's ability to achieve goals and handle challenges effectively. High self-efficacy contributes to a sense of control and confidence in navigating student life.
Optimism	A positive outlook on life and the expectation that good things will happen. Optimism can buffer against stress and encourage proactive coping strategies.
Emotional regulation	The ability to manage and respond to emotions in a healthy way. Developing emotional regulation skills helps students cope with stress and maintain psychological well-being.

Social support	Having a strong network of supportive relationships is crucial for resilience. Friends, family, mentors, and support services provide emotional, informational, and practical assistance.
Problem-solving skills	Effective problem-solving skills enable students to tackle challenges and find solutions. Critical thinking and flexibility are key components of effective problem-solving.
Adaptability	The ability to adjust to new situations and changes in the environment. Adaptability is essential for navigating the dynamic nature of student life.

Personality cannot exist in the sociocultural space in isolation from other people, so relationships between people play an important role in its formation and existence. The interaction of personalities forms a single sociocultural space of society, personality is one of its basic system-forming components

3. Strategies for supporting resilience in students

Promoting self-efficacy. *Encourage goal setting and incremental achievements:* self-efficacy, the belief in one's ability to succeed, can be fostered by encouraging students to set specific, measurable, achievable, relevant, and time-bound (SMART) goals. By breaking down larger objectives into smaller, manageable tasks, students can experience success more frequently, which boosts their confidence and motivation. Celebrating each achievement, no matter how small, reinforces their belief in their abilities and encourages them to take on more challenging tasks.

Provide opportunities for students to develop and demonstrate competence: Creating an environment where students can practice and showcase their skills is crucial. This can include project-based learning, internships, or participation in competitions and showcases. When students are given the chance to apply what they've learned in real-world scenarios, they can better see the connection between effort and outcome, which further reinforces their self-efficacy.

Fostering Optimism. *Teach positive thinking and cognitive reframing techniques:* optimism can be cultivated by helping students learn to view challenges as opportunities rather than threats. Cognitive reframing techniques encourage students to replace negative thoughts with positive ones, allowing them to approach problems with a solution-oriented mindset. Teaching students to identify and challenge negative thought patterns helps them develop a more optimistic outlook on life.

Encourage gratitude practices and focus on strengths: gratitude exercises, such as keeping a gratitude journal or regularly sharing things they are thankful for, can shift students' focus from what is lacking to what is abundant in their lives. Highlighting students' strengths and encouraging them to use these strengths in daily life can also help build a sense of optimism and resilience. Recognizing and celebrating personal

achievements and strengths makes students more likely to face challenges with a positive attitude.

Enhancing emotional regulation. *Introduce Mindfulness and relaxation techniques:* Mindfulness practices, such as deep breathing exercises, meditation, and yoga, can help students become more aware of their thoughts and emotions. These practices teach them to stay calm and centered, even in stressful situations. Regular practice of mindfulness can reduce anxiety and improve emotional regulation by helping students respond to challenges in a thoughtful, rather than reactive, manner.

Provide training in recognizing and managing emotions: Teaching students to identify their emotions and understand the triggers behind them is the first step in managing those emotions effectively. This can be done through activities that encourage self-reflection and through discussions that explore emotional experiences. Providing tools and strategies, such as journaling, to manage emotions can help students develop a healthier relationship with their emotional states.

Building social support networks. *Encourage participation in social and extracurricular activities:* being part of a community or group can provide emotional support and a sense of belonging. Encouraging students to join clubs, teams, or other extracurricular activities helps them build social connections. These interactions can provide a network of peers who share similar interests and can offer support during challenging times.

Facilitate peer support groups and mentoring programs: creating structured opportunities for students to support each other can be highly beneficial. Peer support groups allow students to share their experiences and offer mutual encouragement. Mentoring programs, where more experienced students guide their peers, can provide additional support and a sense of direction. These programs help create a supportive environment where students feel understood and valued.

Developing problem-solving skills. *Provide workshops and training on problem-solving and decision-making:* offering workshops that focus on problem-solving techniques, such as brainstorming, mind mapping, and decision-making models, equips students with the tools they need to tackle challenges effectively. These workshops can include real-life scenarios where students practice applying these techniques, helping them build confidence in their problem-solving abilities.

Encourage collaborative learning and group projects: Group work and collaborative projects not only develop problem-solving skills but also foster teamwork and communication. By working together to solve problems, students learn from each other's perspectives and approaches. This collaborative environment helps students understand that challenges can be addressed more effectively when different viewpoints and skills are combined.

Encouraging adaptability. *Promote a growth mindset and openness to new experiences:* A growth mindset, the belief that abilities can be developed through effort and learning, can be nurtured by encouraging students to see challenges as

opportunities for growth. Educators can emphasize the importance of effort, resilience, and learning from mistakes. Encouraging students to try new activities and step out of their comfort zones helps them become more adaptable and open to new experiences.

Provide support for managing transitions and changes: Transitions, such as moving to a new school, graduating, or entering the workforce, can be challenging. Providing resources and support, such as counseling and transition workshops, can help students manage these changes more effectively. Teaching skills like flexibility, time management, and stress management can prepare students to handle transitions smoothly and adapt to new situations with confidence.

By implementing these strategies, educators and support staff can create a learning environment that not only enhances academic performance but also supports students' overall well-being and resilience.

The strategies outlined aim to support the well-being and resilience of high school and college students by promoting self-efficacy, optimism, emotional regulation, social support, problem-solving skills, and adaptability. Encouraging goal setting, positive thinking, and participation in social activities helps students build confidence and a positive outlook. Introducing mindfulness practices and emotional regulation techniques supports emotional well-being. Developing problem-solving skills through workshops and group projects enhances critical thinking. Fostering adaptability through a growth mindset and support during transitions prepares students to handle change effectively. Together, these approaches create a supportive environment for students during their critical developmental years.

Conclusion

The studentship period involves significant psychosocial development, impacting students' well-being and success. Key elements like self-efficacy and social support play vital roles in building resilience. When students believe in their abilities and have strong social networks, they are better equipped to handle challenges. Enhancing emotional regulation through mindfulness and relaxation techniques helps maintain emotional balance. Promoting adaptability with a growth mindset prepares students to navigate the dynamic nature of student life. By focusing on these areas, we can better support students in achieving personal and academic success.

Questions to the topic of the lecture:

1. What are key psychosocial features of studentship and how do they impact students' lives?
2. How does self-efficacy contribute to the resilience of student youth?
3. What role does social support play in the development of resilience among students?
4. What strategies can be used to enhance emotional regulation skills in students?
5. How can promoting adaptability help students navigate the dynamic nature of student life?

Lecture 8: Resilience, post-traumatic growth and positive aging.

1. *Resilience, existential thoughts and reframing.*
 2. *The phenomenon of post-traumatic growth.*
 3. *Components of positive aging.*
 4. *Wisdom and its place in self-development.*
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Key words: post-traumatic growth, positive aging, resilience development, life transitions, personal growth, adaptive coping, existential reflection, long-term well-being, psychological aging, growth after trauma

1. Resilience, existential thoughts, and reframing.

Resilience is the capacity to adapt and recover from adversity, trauma, or significant stress. It involves both bouncing back from challenges and thriving in the face of them. Resilience as a concept is not necessarily straightforward, and there are many operational definitions in existence.

Existential anxiety is a feeling of dread or panic that arises when a person confronts the limitations of their existence. Thoughts of death, the meaninglessness of life, or the insignificance of self, can all trigger existential anxiety.

People may feel overwhelmed, hopeless, and helpless. However, while existential anxiety can make life more challenging, it can also be a catalyst for growth and change.

Existential thoughts are those that focus on the meaning and purpose of life and mortality. They can be positive or negative. However, people may perceive them as negative because they highlight the vulnerability of life.

Many people have existential thoughts at some point in their lives. However, some dwell on them more than others. Some may even experience an existential crisis, a period of intense reflection and anxiety about life's purpose. Existential thoughts are a natural part of the human experience. While they can be distressing, they can also be a source of comfort.

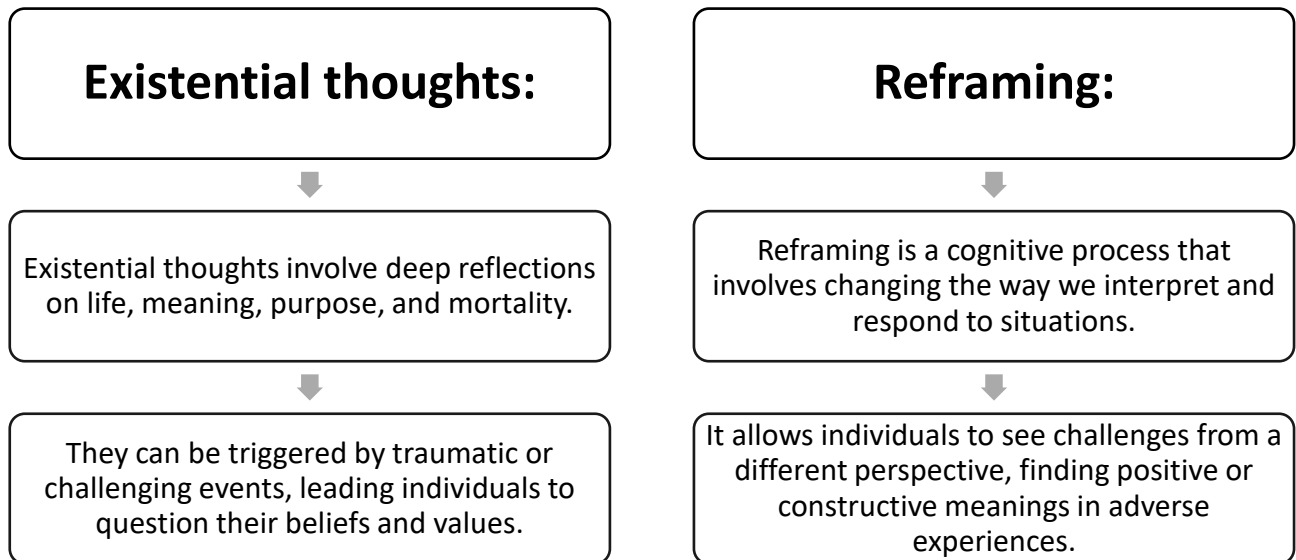
For some, they may provide a sense of purpose or meaning in an otherwise chaotic and unpredictable world. Others may find solace in the fact that everyone must face death someday.

Cognitive reframing is a technique used to shift your mindset so you're able to look at a situation, person, or relationship from a slightly different perspective. Cognitive reframing is something that you can do at home or anytime you experience distorted thinking.

It can sometimes be helpful to have a therapist's assistance, particularly if you are caught in a negative thought pattern. When the technique is used in a therapeutic setting and practiced with the help of a therapist, it is known as cognitive restructuring.

The essential idea behind reframing is that the frame through which a person views a situation determines their point of view. When that frame is shifted, the meaning changes, and thinking and behavior often change along with it.

Another way to understand the concept of reframing is to imagine looking through a camera lens. The picture seen through the lens can be changed to a view that is closer or further away. By slightly changing what is seen in the camera, the picture is both viewed and experienced differently.



Existential thoughts involve profound contemplation about the fundamental aspects of life, including its purpose, the search for meaning, and the inevitability of mortality. These reflections can prompt individuals to question their existence, leading them to explore what truly matters in their lives. Such thoughts are a normal part of the human experience and can lead to significant personal growth and self-awareness.

These deep reflections are often triggered by traumatic or challenging events, such as the death of a loved one, serious illness, or major life changes. When faced with adversity, individuals may begin to question their previously held beliefs and values, seeking to understand the reasons behind their suffering and the nature of their existence. This questioning can lead to a reevaluation of priorities and a search for a more authentic and meaningful life.

Reframing is a psychological technique that involves changing the way we perceive and interpret situations. It is about shifting one's perspective to view a situation differently, which can alter the emotional response and behavior associated with that situation. By reframing negative or challenging experiences, individuals can find new meanings and possibilities, making it easier to cope with adversity.

Through reframing, individuals can turn negative experiences into learning opportunities or see adversity as a catalyst for personal growth. This approach enables them to view challenges not merely as obstacles but as essential parts of their life

journey. By finding constructive meanings in adverse experiences, individuals can maintain a sense of control and optimism, even in difficult times.

Resilience, the ability to bounce back from adversity, is often strengthened by existential reflections. When individuals engage in deep thoughts about life's purpose and meaning, they may gain a clearer sense of what is important to them, which can provide direction and strength during tough times. Understanding one's own values and goals can be a source of resilience, providing a foundation to face life's challenges with courage and determination.

Reframing is a powerful tool that helps individuals convert negative experiences into opportunities for growth. By altering their perspective on challenging situations, people can see these experiences as valuable lessons that contribute to their personal development. This shift in thinking not only alleviates the emotional burden of the experience but also enhances the individual's ability to cope with future challenges, thus building resilience.

Consider an individual who survives a serious illness. Initially, this person may experience fear, anxiety, and a sense of loss. However, through existential reflection and reframing, they might come to see the illness as a wake-up call. This new perspective encourages them to prioritize their health, cherish relationships, and pursue meaningful activities. By reframing the experience in this way, the individual transforms a traumatic event into a source of motivation and resilience, helping them live a more fulfilling and purposeful life.

In summary, existential thoughts and reframing are interconnected processes that play a crucial role in enhancing resilience. By engaging in deep reflections and altering their perspectives, individuals can find meaning in adversity, leading to personal growth and a stronger ability to face future challenges.

2. The phenomenon of post-traumatic growth.

Post-Traumatic Growth (PTG) refers to the positive psychological changes that can occur as a result of struggling with highly challenging life events. Unlike mere recovery, where individuals return to their previous state of well-being, PTG involves significant personal growth and development. Through confronting and processing trauma, individuals can emerge with a new sense of self and a different outlook on life, often experiencing profound transformation.

PTG refers to positive psychological changes that occur as a result of struggling with highly challenging life circumstances. It goes beyond mere recovery, encompassing significant personal growth and development.

One of the key domains of PTG is an increased sense of **personal strength**. Individuals who have experienced trauma often report feeling stronger and more resilient than they were before the traumatic event. This newfound strength stems from the realization that they have the capacity to endure and overcome adversity. As a

result, they may approach future challenges with greater confidence and self-assurance, knowing that they can handle difficult situations.

Traumatic experiences can open up **new possibilities and opportunities** in life that individuals may not have considered before. After facing trauma, individuals might find themselves reevaluating their goals and priorities, leading them to pursue new interests, change careers, or engage in activities that bring greater fulfillment. This recognition of new possibilities allows individuals to create a more meaningful and purposeful life.

PTG often enhances **interpersonal relationships**. Individuals who undergo trauma may develop a greater appreciation for their relationships and become more empathetic and compassionate toward others. They may feel a deeper connection with those around them and be more inclined to nurture and strengthen their relationships. The shared experience of adversity can also foster a sense of community and belonging, as individuals find support and understanding among others who have faced similar challenges.

A profound outcome of PTG is a deepened **sense of gratitude and appreciation for life**. After facing the fragility of existence, individuals often come to value everyday moments and experiences more. They may adopt a more positive outlook, savoring the simple joys of life and being more mindful of their surroundings. This appreciation for life can lead to greater happiness and contentment, as individuals focus on what truly matters.

For some, trauma can lead to significant changes in **spiritual beliefs** or practices. Individuals may seek comfort and understanding through spirituality, finding solace in religious or philosophical beliefs. This spiritual change can provide a sense of purpose and meaning, helping individuals make sense of their trauma. Whether through traditional religious practices or personal spiritual exploration, this domain of PTG offers a framework for individuals to cope with and transcend their experiences.

Factors Contributing to Post-Traumatic Growth

1) Social Support: strong support systems play a critical role in fostering PTG. Having friends, family, or community members to lean on provides emotional support and helps individuals process their trauma. These support networks offer a sense of belonging and validation, which can be crucial in helping individuals feel understood and less isolated. By sharing their experiences and receiving encouragement, individuals are better able to make sense of their trauma and grow from it.

2) Coping Strategies: adaptive coping strategies are essential for facilitating PTG. Techniques such as problem-solving, seeking meaning, and maintaining a positive outlook enable individuals to manage their emotions and navigate their trauma effectively. Active coping strategies, where individuals confront and engage with their

trauma, are particularly beneficial. By taking proactive steps to address their challenges, individuals can find pathways to growth and healing.

3) Cognitive Processing: reflecting on and finding meaning in the trauma is a crucial component of PTG. Cognitive processing involves actively thinking about the traumatic event, its impact, and what it means for one's life. Through this reflection, individuals can reframe their trauma, integrating it into their life narrative in a way that promotes growth. This cognitive process allows individuals to make sense of their experiences, find new perspectives, and develop a coherent understanding of how the trauma has shaped them.

Example of post-traumatic growth: a person who loses a loved one

Losing a loved one is a deeply painful experience, but it can lead to significant PTG. The grieving process may prompt an individual to develop a deeper appreciation for their remaining relationships, realizing the importance of cherishing the time spent with loved ones. This experience might also inspire a renewed sense of purpose, motivating the individual to honor their loved one's memory by living a life that is meaningful and fulfilling. Through this process, they may find new strengths, deepen their spiritual beliefs, and become more resilient in facing future challenges.

In summary, post-traumatic growth is a phenomenon where individuals experience positive changes and personal growth as a result of facing and overcoming trauma. By exploring the domains of PTG and understanding the factors that contribute to it, we can better support those who have experienced trauma in finding pathways to resilience, meaning, and a renewed sense of purpose.

3. Components of positive aging.

When you think about aging, what comes to your mind? If you're not thinking of a beautiful period of your life spent with the people you love and in peace and comfort, you have the wrong idea of aging.

Aging is a beautiful natural occurrence; a period of your life to really take in all that life has to offer and enjoy the fruits of your labor. This is what's referred to as "Successful aging" and it involves three components, which, according to Wallis Rowe and Robert Kahn, are **physical health, cognitive function, and emotional and social health**. If you have all three in check, you'll live the most fruitful older age you can imagine. The best part is that it is very possible.

Another source manages that positive aging involves maintaining physical, mental, and emotional well-being as one grows older. It emphasizes active engagement in life, continued personal growth, and adaptation to age-related changes.

Successful aging means having high cognitive and physical abilities in old age while also experiencing life with family and friends. This means growing older without disabilities or diseases while maintaining active and healthy relationships with your loved ones.

More than 35% of adults aged 65 and older experience mobility limitations, which affect their independence and quality of life, and over 25% of older people are battling mental health challenges, including anxiety, depression, dementia, and more. These challenges present a lower chance of aging well.

Key Components of aging growth

Physical Well-being	While it is normal in the aging process to experience a decline in physical function, successful aging refers to a life where there are little to no diseases or disabilities hindering your quality of life. Taking care of your physical well-being can help promote longevity, reduce the risk of age-related chronic diseases, and enhance overall quality of life.
Cognitive Health	Preserving cognitive abilities is crucial for successful aging. Engaging in activities that challenge the mind, such as puzzles, reading, learning new skills, and socializing, can help keep the brain sharp. Note that your physical health, outlook on life, and engagement with life play a critical role in determining the strength of your mind as you grow older.
Emotional and Social Well-being	Positive social relationships have been associated with longer and healthier lives, while social isolation and loneliness are linked to a higher risk of dementia and other serious health problems. Additionally, maintaining strong relationships with family and friends, participating in social activities, and staying connected to the community can contribute to a sense of purpose, belonging, and overall emotional well-being.

To age successfully based on the three main factors of successful aging, consider the following strategies:

Physical well-being	<p>Engage in regular physical exercise, such as walking, swimming, or strength training, to maintain strength, flexibility, and cardiovascular health.</p> <p>Adopt a balanced and nutritious diet that includes fruits, vegetables, whole grains, lean proteins, and healthy fats.</p> <p>Get sufficient sleep to support overall health and well-being.</p> <p>Manage chronic conditions by following prescribed treatment plans and regularly consulting with healthcare professionals.</p> <p>Practice preventive healthcare measures, such as receiving recommended vaccinations and screenings.</p> <p>Seek help as quickly as possible.</p>
Cognitive health	<p>Stay mentally active by engaging in activities that challenge the mind, such as puzzles, reading, learning new skills, or playing memory games.</p> <p>Maintain social connections and participate in social activities to stimulate cognitive function and prevent isolation.</p> <p>Manage stress levels through relaxation techniques, mindfulness, or engaging in hobbies that promote mental well-being.</p>

Emotional and social well-being

Seek regular cognitive check-ups with healthcare professionals to monitor cognitive health and address any concerns proactively.

Practice self-care and stress management techniques, such as mindfulness, meditation, or engaging in activities that promote relaxation and well-being.

Participate in social activities, clubs, or organizations that align with personal interests and provide opportunities for social engagement.

Prioritize mental health by seeking support when needed, whether through therapy, counseling, or support groups.

Engage in activities that bring joy and fulfillment, such as hobbies, volunteering, or pursuing creative outlets.

Cultivate and maintain strong relationships with family, friends, and the community.

Remember, successful aging is a holistic approach that encompasses all three factors. Everyone has their idea of successful aging, as there's no one-size-fits-all definition for it. However, with these three key components in place, you're assured of a more fulfilling and rewarding senior life.

4. Wisdom and its place in self-development.

“Wisdom” is a term that is used frequently in contexts such as philosophy, ethics, psychology, and even religion. Although the general concept of wisdom has existed for thousands of years, it can sometimes be difficult to understand what comprises wisdom, how to develop it, or how it impacts personal growth and development.

Wisdom is the ability to make sound judgments and decisions based on knowledge, experience, and understanding. It involves deep insight, compassion, and a balanced perspective on life.

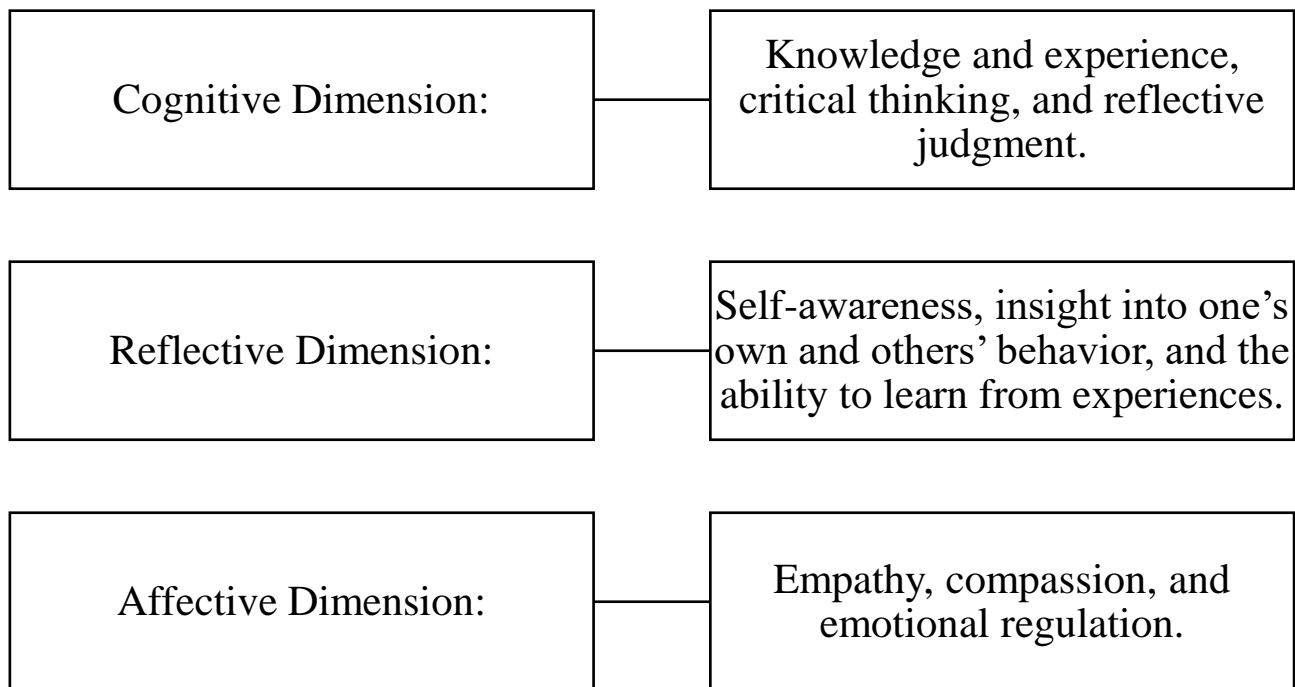
As a concept, wisdom has been around for thousands of years. A variety of religions and philosophical and scientific schools of thought have sought to explain the concept. Understanding how wisdom is defined may be the first step for those interested in applying it in their own lives. While wisdom may be easy to recognize, it can be difficult to put into words since it involves a range of features.

Much like the concept of wisdom itself, the idea of personal growth may seem vague. According to the Encyclopedia of Quality of Life and Well-Being Research, **personal growth** may be defined as “a subset of personality development that relates to the process of becoming better in a personally meaningful way.” Depending on the interpretation and context, personal growth may entail setting goals in one’s personal or professional life, developing a constructive relationship with one’s emotions, or learning from one’s experiences and applying those lessons.

Developing wisdom may be considered one aspect of self-improvement, and it has the potential to affect overall well-being and quality of life. A variety of research has found correlations between often-cited aspects of wisdom and indicators of happiness. For example, researchers recently found that “**wiser individuals are**

ultimately happy, perhaps suggesting that wisdom may enable one to find contentment in life regardless of objective circumstances and one’s affective reactions to them.”

Components of wisdom



Wisdom contributes to self-development by promoting a deeper understanding of oneself and others. It helps individuals navigate complex life situations with grace and insight. Wisdom encourages continuous growth, learning, and adaptation.

Cultivating wisdom: 1) reflective practices (engaging in reflective practices such as journaling, meditation, and self-reflection); 2) mentorship and learning (seeking guidance from mentors and learning from diverse perspectives); 3) empathy and compassion (practicing empathy and compassion in interactions with others); 4) balanced decision-making (making decisions that consider both short-term and long-term consequences).

Despite the fact that wisdom is a widely explored topic, it may be challenging to pinpoint a single, concrete strategy for increasing wisdom and applying it to personal evolution. Still, several common techniques have been proposed, spanning a range of schools of thought, which may be helpful for those seeking to develop wisdom.

It may be important to remember that what works for one person may not necessarily work for another, and this list is not exhaustive. Consider the following strategies for growing wisdom on the journey to personal development:

Embracing new experiences: based on the idea that exploration and learning may be two key aspects of wisdom, it might be helpful to make a habit of seeking out and embracing new and diverse experiences. This can be challenging, so consider starting slow and stepping outside your comfort zone in small ways. Some examples could include traveling, taking on challenging projects at work, or starting a new hobby.

Learning from mistakes: developing the ability to learn from one's mistakes may be another important part of cultivating wisdom. As challenges arise, it can be helpful to shift from seeking perfection to seeking opportunities for learning and reflection. This may make it easier to navigate difficult situations and find takeaways that can be used later in life to continue to grow and evolve.

Practicing self-awareness: understanding oneself may be a useful step toward gaining wisdom and identifying potential new areas of personal growth. Strategies such as mindfulness meditation may be helpful for connecting with one's consciousness, understanding one's thought patterns, and learning to respond to one's impulses and emotions in a more constructive way.

Being patient: developing wisdom could be considered a lifelong process, one that may not ever be truly "complete." For this reason, thinking of it as a box to be checked off may do more harm than good. Instead, it may be helpful to give yourself permission to develop wisdom over time and to view personal growth as an ongoing journey.

Seeking outside perspectives: given that gaining knowledge and having new experiences are often considered important tenets of wisdom, learning from others could be another useful strategy. This might involve exposing yourself to diverse perspectives, whether through reading, attending events, or simply having conversations with new people.

Conclusion

Resilience, existential thoughts, and reframing are interconnected processes that enhance our ability to cope with adversity. Post-traumatic growth represents significant personal development following trauma. Positive aging involves maintaining well-being and active engagement in life as we grow older. Wisdom plays a crucial role in self-development, fostering deeper understanding and sound decision-making.

Questions to the topic of the lecture:

1. How do resilience, existential thoughts, and reframing interconnect to enhance our ability to cope with adversity?
2. What are the key domains of post-traumatic growth, and how do they contribute to personal development?
3. What are the main components of positive aging, and what strategies can be employed to promote it?
4. How does wisdom contribute to self-development, and what practices can help cultivate wisdom?
5. Why is understanding and fostering resilience important for promoting well-being across the lifespan?

Lecture 9: Psychotechnology for the development of resilience in psychologists /psychotherapists.

1. *Conceptualization of concepts and review of modern research.*
2. *Theoretical and methodological model of resilience as a basis for building psychotechnology from its development.*
3. *Diagnostic procedures for the study of resilience and its main factors.*
4. *Strategies, principles and means of psychotherapeutic work on the development of resilience in specialists - psychologists/psychotherapists.*

Key words: psychotechnology, resilience training, therapeutic techniques, professional development, diagnostic procedures, therapist resilience, psychological interventions, resilience enhancement, methodological models, empowerment techniques.

1. *Conceptualization of concepts and review of modern research.*

Resilience is a biopsychosocial phenomenon that encompasses personal, interpersonal, and social experiences and is a natural result of various developmental processes over time. It is generally related to the ability of the psyche to recover from adverse conditions and, depending on the focus and subject of research, can be considered both as a certain personality characteristic inherent to this or that person, and as a dynamic process.



Resilience refers to the capacity to adapt successfully in the face of adversity, trauma, stress, or significant sources of stress. It involves both recovery from negative events and proactive adaptation to challenges.

Psychologists and psychotherapists frequently encounter stressful and emotionally taxing situations. High levels of resilience are crucial for maintaining personal well-being and professional effectiveness.

Modern Research on Resilience has identified key factors contributing to resilience, including social support, cognitive flexibility, emotional regulation, and a sense of purpose. Studies highlight the role of positive psychology interventions in enhancing resilience, such as mindfulness, gratitude practices, and strength-based approaches. Emerging research emphasizes the importance of self-care and professional support systems in promoting resilience among mental health professionals.

2. Theoretical and methodological model of resilience as a basis for building psychotechnology for its development.

Theoretical frameworks: **biopsychosocial model** (resilience is influenced by biological, psychological, and social factors); **ecological systems theory** (resilience is shaped by interactions within various systems, including individual, family, community, and societal levels); **positive psychology** (focuses on strengths and positive traits that contribute to resilience, such as optimism, hope, and self-efficacy).

Methodological approaches: **holistic perspective** (incorporates physical, emotional, cognitive, and social aspects of resilience); **integrated model** (combines various therapeutic approaches and techniques to address multiple dimensions of resilience); **personalized interventions** (tailors' resilience-building strategies to the unique needs and circumstances of each individual).

Key components of a resilience model:

- 1) **protective factors** (characteristics or conditions that enhance resilience, such as social support, coping skills, and a positive outlook);
- 2) **risk factors** (characteristics or conditions that threaten resilience, such as chronic stress, trauma, and lack of support);
- 3) **resilience processes** (mechanisms through which individuals utilize protective factors to mitigate the impact of risk factors).

3. Diagnostic procedures for the study of resilience and its main factors.

If we were to define resilience, it is the ability to bounce back after coming face-to-face with a challenging situation without letting misfortune affect your chances of future happiness or success.

While some people continue to thrive, facing a challenging period of their lives with the confidence things will get better, others struggle under pressure. From the outside, it can be difficult to grasp what separates these two prevalent but opposite reactions. This is the result of resilience in action.

There is an important distinction to be made between repression and resilience; resilient people are still likely to be shaken by challenging events and are unlikely to

go back to the same path they were on prior. Instead, however, they change their direction and build a new positive path forward, incorporating the challenging situation into a new sense of self and reconsidering priorities.

Resilience research shows six areas in which resilience can be seen in an individual's life. These include reframing, using the power of positive emotions, using the power of positive emotions, exercising, engaging in trusted social networks, identifying signature strengths, and being optimistic.

The Resilience Assessment is developed and updated by the Resilience Institute. Recently having released V5 of this comprehensive tool, the Resilience Institute continues to help businesses and organizations quickly and comprehensively assess their staff and management's well-being, effectiveness and resilience.

The diagnostic assessment covers over 60 factors within 5-8 minutes, looking at mental health, stress management, well-being, emotional intelligence and more. Based on peer-reviewed psychometrics, the assessment features 11 categories labelled as strength or risk based on a respondent's results. One of the benefits of choosing the Resilience Assessment is that it is presented alongside a wealth of interactive resilience training & coaching for individuals and organizations. This means there is a direct way to go beyond measurement towards actively engaging with improving resilience.

Studying resilience involves understanding how individuals cope with and recover from adversity. It also involves examining the factors that contribute to their ability to adapt and thrive despite challenges. Diagnostic procedures to study resilience typically include a combination of quantitative and qualitative methods to provide a comprehensive understanding of this complex construct. Below are some of the key diagnostic procedures used in resilience research:

1. Self-Report Questionnaires. Self-report questionnaires are one of the most common methods used to assess resilience. These standardized tools typically consist of a series of statements that respondents' rate according to how much they agree or disagree. They help measure various dimensions of resilience, such as emotional stability, coping skills, and adaptability.

- **Connor-Davidson Resilience Scale (CD-RISC).** This scale measures resilience by assessing factors such as personal competence, tolerance of negative affect, acceptance of change, and secure relationships. It provides a quantitative measure of resilience, allowing for comparison across different populations.

- **Resilience Scale for Adults (RSA).** The RSA evaluates intrapersonal and interpersonal protective factors that contribute to resilience. It includes dimensions such as personal strength, social competence, family cohesion, and social resources.

- **Brief Resilience Scale (BRS).** A short six-item scale that focuses on an individual's ability to bounce back from stress and adversity. It is widely used due to its brevity and ease of administration.

2. Interviews and Focus Groups. Qualitative methods such as interviews and focus groups provide deeper insights into an individual's resilience. These methods allow for open-ended exploration of personal experiences, coping strategies, and the subjective meaning individuals ascribe to resilience.

- **Interviews:** structured or semi-structured interviews enable researchers to ask detailed questions about the participant's experiences with adversity and the strategies they used to cope. Interviews can uncover personal narratives that reveal the psychological processes underpinning resilience.

- **Focus Groups:** these group discussions provide a platform for participants to share their experiences and perspectives. They are particularly useful for exploring how social and cultural factors influence resilience. The interaction between participants can generate rich data on common themes and diverse viewpoints regarding resilience.

3. Observational Methods. Observational methods involve systematically watching and recording behaviors and interactions in natural settings. These methods help identify resilience factors in real-time and how individuals react to and cope with stressors in their environment.

- Researchers may observe individuals in high-stress environments, such as during crisis simulations, in workplace settings, or in educational environments. The observations focus on behaviors indicative of resilience, such as problem-solving, emotional regulation, and interpersonal communication.

- Observations can be combined with other methods, like interviews, to corroborate findings and provide a more holistic view of resilience.

4. Physiological Measures. Physiological measures can provide objective data on how individuals respond to stress and adversity. These measures assess the body's biological responses, which can be linked to resilience.

- **Heart Rate Variability (HRV):** HRV is an indicator of autonomic nervous system functioning and stress response. Higher HRV is associated with better stress regulation and resilience.

- **Cortisol Levels:** cortisol is a hormone released in response to stress. By measuring cortisol levels in saliva or blood, researchers can assess the body's stress response and recovery. Lower cortisol reactivity is often associated with greater resilience.

- **Brain Imaging Techniques:** functional MRI (fMRI) and other brain imaging methods can be used to study neural correlates of resilience. For instance, the activity in brain regions involved in emotion regulation and cognitive control can provide insights into the resilience mechanisms.

5. Resilience Assessment through Case Studies. Case studies involve an in-depth examination of an individual or a small group of individuals. This method allows for a comprehensive exploration of resilience over time and in various contexts.

- Case studies can include interviews, observation, and the review of personal documents (such as diaries or letters) to understand how resilience develops and manifests. They provide rich, detailed information on the unique factors that contribute to an individual's resilience, including personal history, coping strategies, and social support.

6. Social Network Analysis. Social network analysis examines the structure and quality of individuals' social connections. It helps to understand how relationships and social support systems contribute to resilience.

- By mapping out the social networks of individuals, researchers can identify key sources of support and the strength of these relationships. Social network analysis can highlight how social ties influence resilience, showing the role of family, friends, and community in providing emotional support, information, and resources.

7. Coping Strategy Inventories. Coping strategy inventories are tools used to assess the methods individuals use to manage stress and adversity. They provide insights into adaptive and maladaptive coping mechanisms that affect resilience.

- **Coping Strategies Inventory (CSI):** this inventory measures various coping strategies, such as problem-solving, seeking social support, and avoidance. It helps determine which strategies are associated with higher resilience levels.

- **Ways of Coping Questionnaire:** this tool assesses the thoughts and actions individuals use to handle stressful situations. It identifies both positive coping strategies (e.g., active coping, planning) and negative strategies (e.g., denial, substance use).

Diagnosing resilience and its factors involves a combination of methods to capture both the psychological and physiological aspects of resilience. Self-report questionnaires, interviews, observational methods, physiological measures, and coping strategy inventories provide a comprehensive understanding of how resilience develops and operates. By integrating these various diagnostic procedures, researchers can gain valuable insights into the mechanisms that enable individuals to thrive despite adversity and inform interventions aimed at enhancing resilience.

4. Strategies, principles, and means of psychotherapeutic work on the development of resilience in specialists - psychologists/psychotherapists.

Resilience is a critical quality that enables individuals to navigate life's challenges and bounce back from adversity. Building resilience involves a combination of strategies that enhance self-awareness, develop coping skills, foster social support, encourage self-care, and build professional competence.

Enhancing Self-Awareness is the foundation of resilience. By encouraging self-reflection and mindfulness practices, individuals can increase their awareness of their thoughts, emotions, and behaviors. This self-awareness allows them to recognize stress

triggers, understand their reactions, and make more informed decisions about how to respond to challenges.

Developing coping skills is essential for managing stress and adversity effectively. Teaching strategies such as problem-solving, cognitive restructuring, and relaxation techniques equips individuals with practical tools to handle difficult situations. These skills enable them to approach problems with a clear mind, reframe negative thoughts, and calm their nervous systems, thereby enhancing their resilience.

Fostering social support is another key strategy for building resilience. Strong, supportive relationships with colleagues, supervisors, and personal networks provide a vital source of emotional and practical assistance during tough times. By promoting the development of these relationships, individuals can create a robust support system that helps them navigate challenges more effectively.

Encouraging self-care emphasizes the importance of regular self-care activities, such as physical exercise, hobbies, and adequate rest. Self-care is crucial for maintaining overall well-being and preventing burnout. By prioritizing self-care, individuals can sustain their energy, maintain a positive outlook, and enhance their resilience.

Building professional competence involves providing opportunities for continuous learning and professional development. Enhancing confidence and skills through ongoing education and training enables individuals to feel more competent and prepared to face challenges in their professional lives. This sense of competence is a critical component of resilience, as it fosters a belief in one's ability to overcome difficulties.

Principles of psychotherapeutic work. Effective psychotherapeutic work in building resilience is guided by several key principles that ensure interventions are tailored, strengths-based, holistic, collaborative, and ethically sound.

An individualized approach is essential in psychotherapy, as each person's needs, preferences, and circumstances are unique. Tailoring interventions to the specific situation of each individual ensures that the strategies used are relevant and effective, enhancing the likelihood of successful outcomes.

A strength-based focus emphasizes the importance of identifying and building upon an individual's strengths and positive attributes. This approach fosters a sense of empowerment and encourages individuals to leverage their existing resources to overcome challenges and build resilience.

A holistic perspective in psychotherapy involves addressing the physical, emotional, cognitive, and social dimensions of resilience. Recognizing that resilience is a multifaceted quality, therapists work to support all aspects of an individual's well-being, ensuring a comprehensive approach to building resilience.

The collaborative process is a cornerstone of effective therapy. Working collaboratively with clients to set goals, develop strategies, and monitor progress ensures that the therapeutic process is client-centered and aligns with the individual's

values and aspirations. This collaborative approach also enhances the client's engagement and commitment to the process.

Ethical considerations are paramount in psychotherapeutic work. Ensuring confidentiality, informed consent, and cultural sensitivity in all interventions protects the client's rights and well-being, fostering a safe and supportive therapeutic environment.

Techniques and interventions. A variety of techniques and interventions are employed in psychotherapy to build resilience, each addressing different aspects of an individual's experience.

CBT is a widely used approach that includes techniques such as cognitive restructuring, exposure therapy, and behavioral activation. These techniques are designed to address maladaptive thoughts and behaviors, helping individuals to develop healthier thinking patterns and behaviors that support resilience.

Mindfulness-Based Interventions involve practices like mindfulness meditation, body scans, and mindful breathing. These techniques enhance present-moment awareness and emotional regulation, helping individuals to stay grounded and calm in the face of stress.

Acceptance and Commitment Therapy (ACT) focuses on increasing psychological flexibility through techniques such as acceptance, cognitive defusion (a technique is helping people become more flexible in their thinking, especially when their thoughts get in the way of enjoying life or living by their values), and values clarification (a process in which we explore and clarify the things that we hold personally meaningful). ACT helps individuals to accept difficult emotions, detach from unhelpful thoughts, and align their actions with their values, promoting resilience.

Positive Psychology Interventions aim to foster positive emotions and well-being through practices like gratitude exercises, strength-based activities, and positive affirmations. By focusing on what is good in life, these interventions help individuals to cultivate a more optimistic and resilient mindset.

Narrative Therapy encourages clients to reframe and re-author their life stories to highlight resilience and growth. This approach empowers individuals to see themselves as capable and strong, transforming their narratives from ones of struggle to ones of triumph and resilience.

Building resilience is a multifaceted process that involves a combination of core strategies, principles, and techniques. By enhancing self-awareness, developing coping skills, fostering social support, encouraging self-care, and building professional competence, individuals can strengthen their resilience. In the context of psychotherapy, employing an individualized, strengths-based, holistic, and collaborative approach ensures that interventions are effective and ethically sound. Techniques such as CBT, mindfulness, ACT, positive psychology, and narrative therapy provide practical tools to support individuals in their journey toward greater resilience and well-being.

Conclusion

Understanding the concept of resilience and its importance for psychologists and psychotherapists. Theoretical and methodological models provide a framework for developing psychotechnology to enhance resilience. Diagnostic procedures help identify resilience levels and contributing factors. Effective psychotherapeutic strategies and techniques can significantly enhance resilience in mental health professionals.

Questions to the topic of the lecture:

1. How is resilience defined, and why is it important for psychologists and psychotherapists?
2. What are the key components of a theoretical and methodological model of resilience?
3. Describe some diagnostic procedures used to measure resilience and its main factors.
4. What core strategies can be used to build resilience in mental health professionals?
5. Which psychotherapeutic techniques are effective in enhancing resilience, and how can they be applied?

Lecture 10: Psychological education as a direction of support and self-help in the resilience's development

1. *Forms and methods of psychological enlightenment.*
2. *Resilience techniques.*
3. *The practice of implementing psychoeducation in various educational institutions as a resilience support.*

Key words: psychological education, self-help techniques, resilience training, educational programs, psychoeducation, support strategies, empowerment through education, resilience development, educational interventions, skill building.

“Enlightenment is the knowledge and experience of a person’s true reality which is realized by that person that permanently changes the outlook of the outside world for him/her and the experience of the reality.”

1. Forms and methods of psychological enlightenment

Psychological enlightenment refers to the process of increasing awareness and understanding of psychological concepts, mental health issues, and emotional well-being. It involves educating individuals and communities about the workings of the mind, the importance of mental health, and strategies for coping with life's challenges. The goal is to empower people with knowledge that enables them to recognize, address, and manage psychological issues effectively.

Enlightenment can be viewed as an ordinary way of being that once established means that an individual is authentic, compassionate, and at peace, has a sense of inner wholeness, and tends to live in the present. Long familiar in the East, the concept of enlightenment has become more familiar in westernized countries in the past century, particularly since the 1960s. Nevertheless, it is still often perceived as mysterious and unattainable.

This concept can include: **awareness of mental health** (understanding the signs and symptoms of mental health conditions, the impact of stress, and the importance of emotional well-being); **education on coping strategies** (learning techniques such as mindfulness, stress management, and problem-solving skills to handle emotional and psychological challenges); **breaking stigma** (promoting open discussions about mental health to reduce stigma and encourage people to seek help when needed); **promoting self-awareness** (helping individuals understand their thoughts, emotions, and behaviors, leading to better self-regulation and mental health) **etc.**

In essence, psychological enlightenment aims to foster a more informed, resilient, and mentally healthy society.

Psychoeducation is a therapeutic approach that involves educating individuals about psychological concepts, mental health issues, and coping strategies. The goal is to help people better understand their own mental health, the nature of psychological

disorders, and the treatments available. This knowledge empowers individuals to manage their conditions more effectively and improve their overall well-being. The process of providing information and support to individuals to help them understand and manage psychological conditions and promote mental health.

In general, psychoeducation can include:

- information given verbally in a therapy session;
- written material in the form of Psychology Tools information handouts, guides, and chapters;
- exercises or homework tasks where patients are encouraged to discover information for themselves.

In various settings, such as therapy, support groups, schools, or community programs, psychoeducation plays a vital role in promoting mental health awareness, empowering individuals, and enhancing the effectiveness of treatment.

Forms of psychoeducation:

1) **workshops and seminars:** interactive sessions led by mental health professionals focusing on specific topics like stress management, resilience, and coping strategies;

2) **support groups:** peer-led or professionally facilitated groups where individuals share experiences and learn from each other;

3) **educational materials:** pamphlets, books, online resources, and videos that provide information on mental health topics;

4) **school-based programs:** incorporating mental health education into school curricula to teach students about emotional well-being and resilience;

5) **community outreach:** public lectures, community centers, and online platforms to reach a broader audience.

Methods of psychoeducation:

1) **lectures and presentations:** providing information in a structured format;

2) **interactive activities:** role-playing, group discussions, and hands-on activities to engage participants;

3) **multimedia tools:** using videos, podcasts, and digital media to enhance understanding;

4) **workbooks and handouts:** providing written materials for personal reflection and practice.

Also, can be use therapeutic techniques such as Socratic questioning aim to help patients to become cognizant of, and to synthesize, information that they already have. However, many patients experience psychological distress because they lack critical information: the essential component of many cognitive models concerns patient's misappraisals or misperceptions of a stimulus. In cases where patients are lacking critical information then psychoeducation (giving information) is a hugely important psychological intervention.

Psychoeducation interventions in therapy involve providing clients with information about psychological concepts, their specific problems, and the relationships between thinking, emotion, and behavior.

They are also an important component of obtaining informed consent to treatment by offering the client an opportunity to ask questions about the outcomes of various treatment options, including the side effects of medications.

They are a primary component of CBT and many third-wave therapies that combine elements of CBT with mindfulness skills, such as

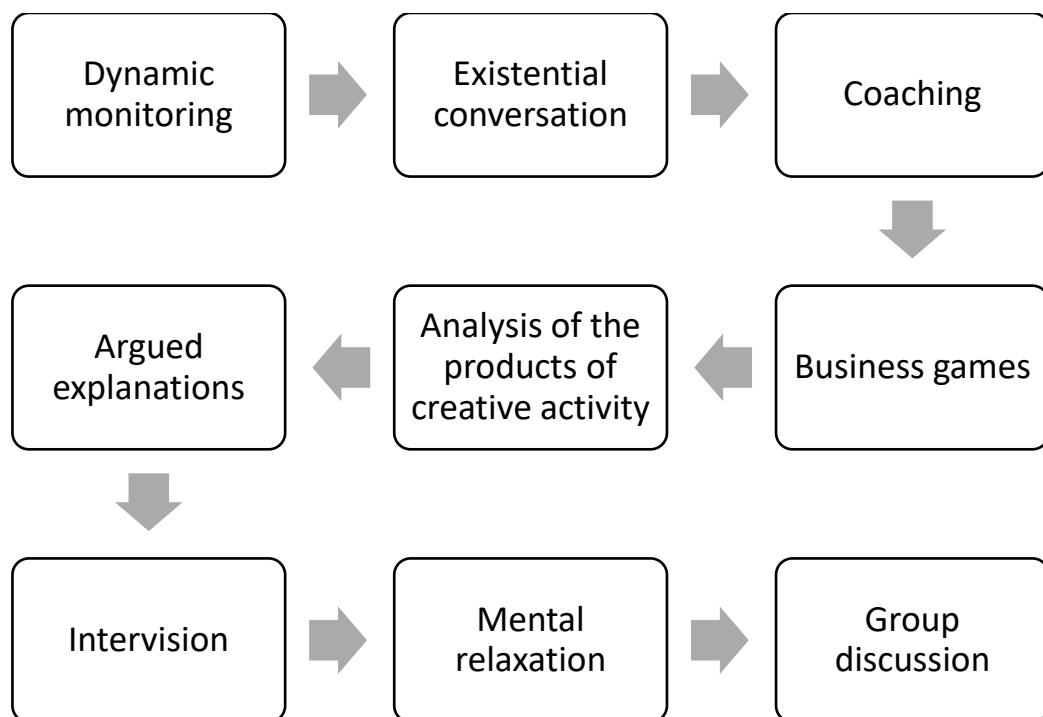
- Acceptance and Commitment Therapy
- Mindfulness-Based Cognitive Therapy
- Mindfulness-Based Stress Reduction

Educating a client about psychological concepts is crucial when a client has a poor understanding of how their thoughts are linked to emotion and behavior. Hornby (1990) explained how psychoeducation can be applied during person-centered counseling by reframing a client’s problems as skill deficits rather than symptoms.

Counselors can then intervene by teaching and modeling life skills, including goal and value clarification, interpersonal communication, boundary setting, decision-making, conflict resolution, and emotional awareness.

Psychoeducation can have a remedial function in therapy by addressing relationship skill deficits and a preventive function by supporting the client’s acquisition of the skills required to live a meaningful life.

Basic methods of work of a psychologist with teachers



Dynamic monitoring presupposes the availability of data on the dynamics of a teacher's personal and professional growth. The received information is of an operational nature, which contributes to the adoption of optimal organizational and

managerial decisions regarding the creation of conditions for the improvement of the researched process

Existential conversation as a method of work of a psychologist with a teacher is used when the problems of life and death, freedom and responsibility, love and alienation, meaning and nonsense, man and society, and the authenticity of the individual are raised. During the conversation, the psychologist should agree on the goals with the teacher, concentrate on the emotional aspects of the relationship.

During the implementation of the personal and professional growth of the teacher, we consider it important to use coaching - a new system of work of a psychologist, which lacks directive instructions, an algorithm of actions, and ready-made schemes for solving the problems. The main goal of coaching is to create conditions for self-study, personal and professional growth of teachers, increase productivity, improve the quality of personal and professional life. The main content of coaching is the statement: the teacher knows how to solve his tasks, but needs help in actualizing his own creative resources.

Business games are a method of active learning that simulates activity in a specially created problem situation, helps to solve tasks, and develop skills and abilities. The method has a rigid structure and rules.

Analysis of the products of creative activity is a method for determining the degree of novelty and originality in the teacher's work. It is used by a psychologist in the presence of material consequences of an individual's activity (diary entries, notes, essays, drawings, etc.), where a mental image is revealed for a systemic-activity analysis of the psyche.

Argued explanations as a method of psychological influence on a person are used with the purpose of consciously influencing another teacher (pedagogical team) in order to change his (their) judgments, attitudes, intentions, decisions. Argued explanations are built according to the scheme: thesis - arguments (three-four) - conclusions.

Intervision is psychological work among colleagues of equal experience and status, which does not involve training, and also resolves issues of professional growth and support. In addition, both personal and theoretical, methodical questions are relevant during the interview.

Mental relaxation is a state of calmness, relaxation that occurs in the teacher as a result of the release of muscle tension after strong experiences. Relaxation helps preserve mental health, learn to perceive negative influences as a fact, rationalizing them, changing asthenic emotions to sthenic ones.

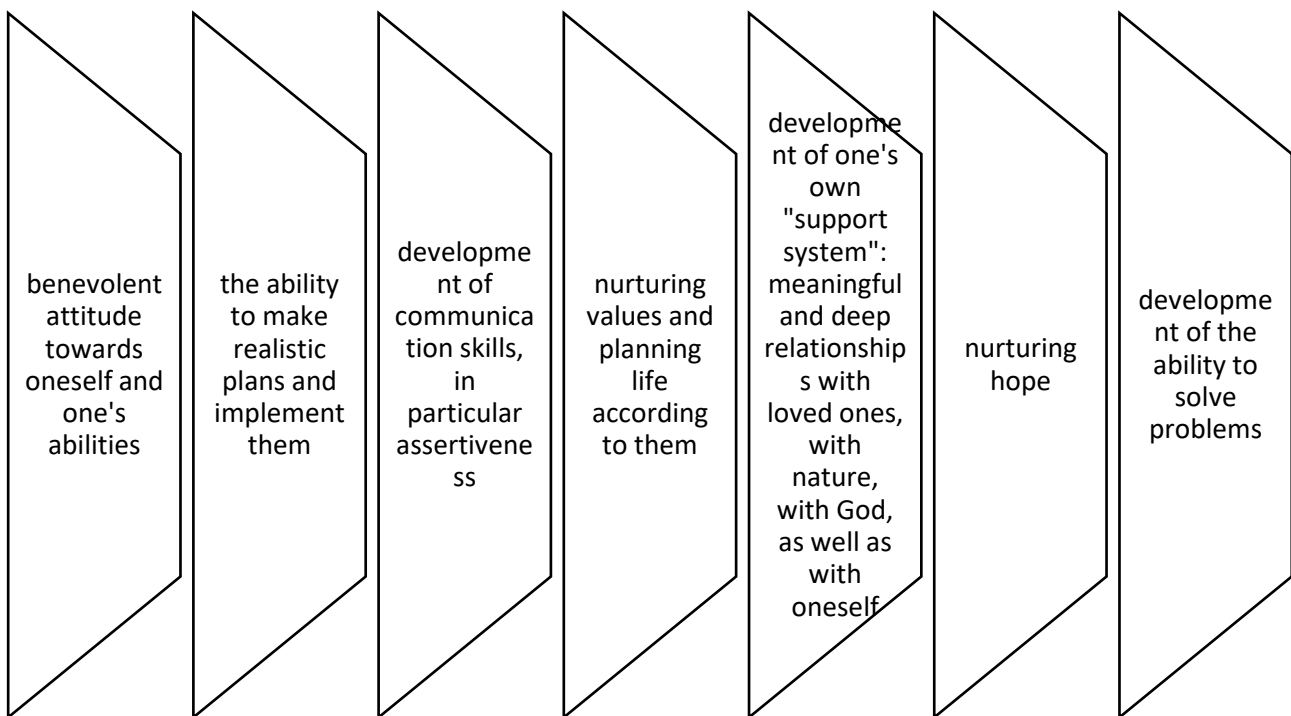
Group discussion is research that consists in the collective discussion of information, ideas, opinions, predictions, questions. The main properties of this method of work are, firstly, the presence of two opposing positions, the opportunity to see different sides of the problem, reduce resistance to new information, and secondly, if

the problem is initiated by a group, then this is a logical conclusion from the discussion, as it turns into a group norm.

2. Resilience techniques

Resilience is our ability to spring back from tough times. It allows us to approach life's challenges head-on and emerging stronger and wiser. In other words, it's about adaptability and growth. When something unexpected happens, being resilient means acknowledging the difficulties, adjusting your path, learning from experiences, and finding healthy ways to move forward with a renewed sense of purpose.

Factors affecting resilience:



Resilience techniques refer to strategies and practices that individuals use to build and strengthen their ability to cope with stress, adversity, and challenges. These techniques are necessary because they help people maintain their mental health, recover from difficult situations, and thrive despite obstacles. Here's why they are essential:

- 1) resilience techniques enable individuals to manage stress more effectively, preventing it from overwhelming them. This is crucial in maintaining mental and physical health;
- 2) these techniques help individuals regulate their emotions, keeping them calm and composed during difficult times, which is vital for making sound decisions and maintaining relationships;
- 3) after experiencing trauma or significant challenges, resilience techniques aid in faster recovery, reducing the risk of long-term psychological issues such as depression or anxiety;

4) life is full of unexpected changes. Resilience techniques improve adaptability, allowing individuals to adjust to new circumstances without losing their balance or well-being;

5) these techniques encourage a positive mindset, helping individuals focus on solutions rather than problems, which is essential for overcoming obstacles and achieving personal goals.

In summary, the necessity of resilience techniques lies in their ability to empower individuals to navigate life's difficulties with strength and confidence, ensuring sustained mental health and overall well-being.

Building resilience isn't always straightforward, and certain experiences can make it more difficult. Fortunately, understanding the challenges presented by each of **common barriers** can help you find strategies and support to overcome them:

1) long-term health issues: chronic physical or mental health conditions can drain your resilience, so it's important to recognize the extra challenges they bring. consult with healthcare professionals to manage your condition effectively and seek support groups to connect with others facing similar challenges.

2) discrimination: experiencing discrimination can be a significant barrier to resilience. seek communities and mentors who can provide emotional support and practical advice.

3) strained relationships: difficult relationships with family or friends can impact your resilience. open a dialogue with those involved, or seek the help of a mediator or counselor for guidance, as they can help you heal or manage these relationships while deepening emotional connection.

4) loneliness: feeling alone can hinder resilience building. try joining community groups or online forums that align with your interests to start building new connections.

5) financial struggles: financial stress can be a significant barrier for resilience. explore community resources or financial counseling services for guidance on managing financial challenges.

6) access to services: limited access to essential services, like healthcare or education, can affect resilience. research local organizations or government programs designed to provide support in these areas.

7) single parents: single parenting comes with unique challenges that can affect resilience. building a support network with local or online support groups where you can share experiences and advice can be extremely helpful.

8) caregivers: caregiving can be exhausting, making building resilience difficult. schedule regular breaks, and seek respite services to make sure you have an opportunity for self-care wherever possible.

9) living conditions: substandard housing can impact your ability to cope. try investigating local housing assistance programs or support services that may be able to help improve your living situation.

The 7 C's of resilience

The path to building more resilience is different for everyone, but there are certain qualities that can help you on your journey. By understanding and cultivating the **Seven C's** of resilience, you can gain a foundation for facing difficult times.

Competence	Being competent means you're prepared for, and capable of handling, difficult situations. You have the skills needed to face challenges effectively and apply your knowledge when a problem arises so you can face challenges head-on.
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Confidence	Confidence is a sense of self-worth that means you trust your own judgment and abilities, even in tough times. Confidence doesn't mean you won't ever feel unsure or scared, but when these feelings come, you believe you can overcome them.
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Connection	Strong, positive relationships are important for resilience. Connections with family, friends, and colleagues can help provide support and advice when you need it. They can bring comfort and guidance when things get tough, reminding you you're not alone.
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Character	Character is about knowing who you are and staying true to your values and principles, even under pressure. It involves understanding the difference between positive and negative, and what that means for you, and choosing to do what's in your best interest. People with strong character are often seen as reliable and trustworthy in the face of adversity.
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Contribution	Making a positive impact on the world around you can significantly boost your resilience. Contributing to others, whether it's volunteering, donating money, or simply being kind, can help you feel more connected and purposeful. A sense of contribution can be empowering during tough times.
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Coping	Healthy ways to deal with stress and hardship are essential for resilience. Coping strategies might include activities like exercise, meditation, talking to a friend, or engaging in a hobby. These can help you manage emotions and stay grounded during challenging times.
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Control	Understanding the aspects of your life that you can influence—and accepting those you can't—allows you to focus on what you can change and let go of things beyond your control. This can reduce feelings of helplessness while empowering you to take positive actions where you can.
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Resilience is a skill that can be developed and enhanced over time. Building resilience involves adopting strategies that strengthen your ability to deal with life's challenges. Whether it's learning how to be resilient at work, how to be emotionally resilient, or how to be resilient to stress, use these strategies as a starting point for your resilience-building journey. Some **resilience techniques**:

- cognitive techniques:
 - cognitive restructuring (identifying and challenging negative thoughts to develop a more balanced perspective);
 - mindfulness and meditation: practicing mindfulness to increase present-moment awareness and reduce stress;
 - positive visualization: imagining successful outcomes and positive scenarios to build confidence and optimism;
 - make a list of goals that align with what you're passionate about and work toward them;
- behavioral techniques:
 - problem-solving skills: developing strategies to address and manage challenges effectively;
 - behavioral activation: engaging in activities that promote well-being and reduce avoidance behaviors;
 - stress management techniques: practicing relaxation exercises, time management, and setting realistic goals;
- social techniques:
 - building social support: strengthening relationships and creating a network of supportive individuals;
 - effective communication: improving interpersonal skills to express needs and feelings clearly;
 - participating in community activities and volunteering to build a sense of purpose and connection;
- emotional techniques:
 - emotional regulation: learning to manage and express emotions in a healthy way;
 - explore stress-relief activities—like meditation, breathing exercises, yoga, therapy, walking, or journaling—to find what works best for you;
 - self-compassion: practicing kindness and understanding towards oneself in times of stress or failure;
 - gratitude practices: keeping a gratitude journal or reflecting on positive aspects of life;
- physical techniques:
 - start to improve your health by incorporating a simple exercise routine into your daily schedule, like a 30-minute stroll to walk away stress or a short yoga session.

Practical tips for daily practical use

Look at challenges from a different angle. Instead of looking at adversity as something ugly and insurmountable, try to find small ways to deal with the situation in a healthy way or make changes that can help you cope or at least support you. In this case, the following questions may come in handy: What would my loved one say about this situation? What would I advise my friend? Are my thoughts about this situation helping to resolve it? In moments when I would not have experienced these emotions, how did I look at this situation then? What skills, knowledge or abilities do I still lack to better understand this situation? What are the strengths or positive aspects in me or in the situation that I have not yet paid attention to?

Focus on what you can control, change or what depends on you. Of course, sometimes it seems that difficulties simply knock us off our feet, like a powerful stream of water. Sometimes it seems that it is difficult for us or there is nothing to hold on to in order to stay "afloat". Regaining a sense of control can be helpful, so find and focus on the elements of the situation that you can influence, that you can control. This can bring back a sense of security or better stability.

Try to find meaning in difficulties. It's normal that this may not be easy and may require time and space. To begin with, the meanings we can find in difficulties may be very small, but they can also serve as support for us. In time, we will be able to review and expand on what these difficulties have given or taught us. Sometimes instead of the questions "why me?" "why with me?" or exclamations of "oh, again!", which usually lead to self-criticism, condemnation and devaluation, can be useful: what can I learn from this situation? what does this experience want to show me? what do I really need? how can I give about myself? how does this situation align or not align with my values, what is really important to me? is there anything I can learn?. Or other questions that will rather adjust to the process and expand perception. Sometimes autobiographical or fiction books, memoirs or memories of people who have survived difficult circumstances, experiences of our loved ones, and movies can help us see the meaning in difficulties. You can start with this. Often after overcoming adversity, people reevaluate their views, create stronger relationships, dare to make positive changes and begin to appreciate simple, joyful moments and life in general.

Try to fill the challenges with hope and notice the different experiences that exist alongside the difficulties. Yes, we cannot change the fact that stressful events or situations occur in our lives, but we can learn to change our response to them. These even the smallest changes are very valuable and important. We can use informal mindfulness practices to invite more awareness, light and good emotions into our moments of life, because it definitely does not consist only of difficult situations.

Start with small steps. Make decisions and take actions that will help you cope with difficulties or improve the quality of your life. Each person has their strengths or

the ability to develop them. They are a better tool for us than hoping or expecting that one-day things will improve or work out on their own. If you need to learn something, ask for help from friends, colleagues or professionals. As Captain James Kirk said, "I don't believe in dead-end scenarios." Sometimes the challenge for us is not so much the difficulty itself, but our assessment of the situation. Perhaps this stressful event is not a threat to you, but rather challenges your typical thinking or behavior in such circumstances? Or the stories you tell yourself about your life, opportunities, or abilities. What are your worst-case scenarios?

Develop relationships and seek support. Maintain good and close relationships in your family or outside it. Be sure to strengthen your "support system." If necessary, look for your tribe - people with whom you can nurture in a relationship of trust, mutual understanding, respect and support, share values or admiration.

If you have friends or relatives with whom you have a good and trusting relationship, share your experiences with them. Ask what helped them cope. Talking with other people can also help you gain insight or new ideas that can help you deal with problems. If you do not have such people around or you feel exhausted, it may be an opportunity to contact a specialist psychotherapist. After all, psychotherapy can also be your safe and resourceful space

There are changes, our lives are filled with them. Some of the goals we set for ourselves may be unattainable due to certain circumstances, or simply lose their relevance. Being or developing flexibility to change, or the ability to adapt and tolerate uncertainty will help to better notice new opportunities, show creativity, live more fully in the present moment, develop and grow.

3. The practice of implementing psychoeducation in various educational institutions to support resilience

Implementing psychoeducation in educational institutions to support resilience involves integrating mental health education into the curriculum, school culture, and broader educational practices. The goal is to equip students, educators, and the school community with the knowledge and skills needed to foster resilience, cope with stress, and enhance overall well-being.

The practice of implementing psychoeducation in educational institutions is essential for fostering resilience in students and staff. By integrating mental health education into the curriculum, providing support systems, involving parents and the community, and creating a supportive school culture, educational institutions can equip individuals with the tools they need to navigate challenges and thrive. Regular evaluation and adaptation ensure that these efforts remain relevant and effective in promoting resilience.

Providing teachers and staff with training on psychoeducation principles, including how to recognize signs of stress or mental health issues in students and how to support resilience in the classroom.

Implementing programs that help educators manage their own stress and maintain their well-being, which is crucial for creating a supportive learning environment.

Schools and Universities:	Workplaces:	Community Centers:
<ul style="list-style-type: none"> • curriculum integration: including mental health education in health and physical education classes. • workshops and seminars: offering sessions on resilience, stress management, and coping skills. • counseling services: providing access to school counselors and psychologists for individual support. • peer support programs: training students to provide peer support and facilitate discussions on mental health. 	<ul style="list-style-type: none"> • employee assistance programs: offering resources and counseling for employees. • training sessions: conducting workshops on resilience, stress management, and mental health awareness. • wellness programs: promoting activities that enhance physical and mental well-being. 	<ul style="list-style-type: none"> • public workshops: hosting sessions on resilience and mental health for community members. • support groups: facilitating groups for individuals to share experiences and learn from each other. • outreach programs: engaging underserved populations with targeted psychoeducational resources.

Educator well-being

“If teachers do not feel well right now, they need help too, because they will not be able to give psychosocial support to students in the best way”.

There is significant evidence linking the mental health of educators to that of their learners, suggesting that supporting educators’ well-being is crucial for fostering a healthy learning environment. However, educators often face substantial workloads, which hinder both their self-care and their ability to support students’ mental health. This issue has been exacerbated by the additional pressures of maintaining educational continuity during the COVID-19 pandemic and war in Ukraine.

To address these challenges, it is essential to provide mental health support to educators in ways that do not increase their workload. Additionally, compensation and incentives should be considered for educators who engage in mental health program implementation outside their regular duties. Teaching demands are varied, often requiring extra hours beyond formal settings, and in many low-income contexts, educators work at the community level to implement resilience programs. Unfortunately, many educators and community leaders are underpaid, and mental

health and psychosocial support services frequently rely on volunteers, especially in low- and middle-income countries. Low pay correlates with low motivation and high attrition rates, which can undermine the effectiveness of mental programs.

To enhance the success of mental programs, it is vital to involve educators in their design and implementation, especially in low-income and emergency contexts where non-governmental organizations (NGO) typically deliver these programs.

An NGO, or Non-Governmental Organization, is a non-profit group that operates independently of any government, typically to address social, environmental, humanitarian, or development issues. In the context of mental health and psychosocial support (MHPSS) programs, NGOs often work in low-income and emergency settings to implement interventions aimed at building resilience, supporting mental health, and providing psychosocial care. These organizations frequently collaborate with local communities, educators, and other stakeholders to design, implement, and evaluate programs that align with the specific needs of the population they serve.

Educators should receive training in delivering MHPSS interventions and be included in program evaluation and development. However, this involvement should come with adequate support and time, ensuring it does not add to their already heavy workloads. Additionally, educators need access to their own support systems and MHPSS programs tailored to their specific mental health needs. When educators' needs are met, they are better equipped to contribute effectively to the design and implementation of programs that support learners' mental health.

Conclusion

Resilience shows up in the courage to try again after a failure, the strength to seek help when things get overwhelming, and the tenacity to keep pursuing your goals despite obstacles you face. A resilient mindset empowers you to handle life's ups and downs with grace and strength. Psychological education is crucial in developing resilience and supporting mental health. Various forms and methods of psychoeducation can be used to reach different audiences. Resilience techniques encompass cognitive, behavioral, social, and emotional strategies. Implementing psychoeducation in educational institutions and communities can significantly enhance resilience. Resilient people look for solutions, lean on their support systems, and stay hopeful even in moments of high stress. Anyone can learn and develop resilience over time, with every challenge bringing an opportunity to grow.

Questions to the topic of the lecture:

1. What are the primary forms of psychoeducation, and how do they differ?
2. Describe the role of cognitive restructuring in building resilience.
3. How can schools integrate resilience training into their existing curricula?
4. What are some effective behavioral techniques to enhance resilience?
5. Explain how social support contributes to an individual's resilience and provide examples of how it can be strengthened.

DISCUSSION QUESTIONS

1. How does resilience function as a dynamic process?
2. What are the stages involved in the resilience process?
3. Explain resilience as a systemic property of an individual.
4. How do biological factors contribute to an individual's resilience?
5. What role do psychological factors play in resilience?
6. How do social factors influence resilience?
7. What are the key characteristics of personal competence in resilient individuals?
8. How does social support contribute to resilience?
9. Why is adaptability and flexibility important for resilience?
10. How does having a sense of purpose and meaning in life enhance resilience?
11. In what ways does optimism and hope contribute to an individual's resilience?
12. How is resilience defined in the context of traumatic stress?
13. What are the main factors that contribute to an individual's resilience?
14. How can resilience be measured or assessed in individuals who have experienced trauma?
15. What role does social support play in the development and maintenance of resilience?
16. How does social skills training within CBT enhance resilience?
17. Can you provide an example of how the CBT model can be applied to a hypothetical scenario to build resilience?
18. How can individuals build resilience in their daily lives?
19. What are practical strategies to enhance resilience in the face of ongoing stress or trauma?
20. How can communities and social systems support the development of resilience in individuals?
21. What challenges might someone face when trying to build resilience, and how can they overcome them?
22. Reflect on a time when you faced significant stress or adversity. How did you demonstrate resilience?
23. Identify areas in your life where you can apply the concepts of resilience discussed in the lecture.
24. How can professionals in the field of psychology and mental health promote resilience in their clients?
25. Discuss how resilience can be integrated into therapeutic practices beyond the CBT paradigm.
26. What role does cultural context play in the development and expression of resilience?

27. What are the key differences between acute stress disorder and post-traumatic stress disorder (PTSD)?
28. How do biological, psychological, and social factors interact to influence the development of traumatic stress?
29. What are the most common symptoms of traumatic stress, and how can they manifest differently in individuals?
30. How does trauma impact brain function and structure?
31. What are the most effective therapeutic interventions for individuals experiencing traumatic stress?
32. How can psychological education contribute to the development of resilience?
33. What forms and methods of psychological education are most effective in promoting resilience?
34. How can resilience techniques be incorporated into self-help practices?
35. How can goal-setting contribute to building resilience?
36. What are the benefits of implementing psychoeducation programs in educational institutions?
37. How can individuals use psychoeducation to enhance their own resilience and support others?
38. What are the unique psychosocial features of the student population that impact their resilience?
39. How does the transition to higher education affect the resilience of students?
40. What types of psychological support are most effective in fostering resilience in students?
41. How can psychotherapists conceptualize resilience in their practice?
42. What are some modern research findings on resilience that are relevant to psychotherapists?
43. What theoretical and methodological models of resilience can be used in psychotherapy?
44. What are the key components of positive aging, and how do they relate to resilience?
45. What are effective strategies and principles for developing resilience in psychologists and psychotherapists?
46. What are the unique psychosocial features of the student population that impact their resilience?
47. How does the transition to higher education affect the resilience of students?
48. What types of psychological support are most effective in fostering resilience in students?
49. How can educational institutions implement programs to support student resilience?
50. What role do peer support networks play in enhancing the resilience of students?

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