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## The impact of mindfulness on enhancing student resilience

Lancaster University



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# The impact of mindfulness on enhancing student resilience

## Student resilience and mindfulness project

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### **Mindfulness for resilience: a brief summary of the literature**

Brown and Ryan (2003) “formally defined mindfulness as a receptive attention to and awareness of present events and experience” and “a quality of consciousness”, which, while secular in nature, has its roots in Buddhist meditative practice. While several studies (Bishop et al., 2004; Brown et al., 2007) problematise definitions of mindfulness, this summary will focus on empirical studies of the benefits of mindfulness practice on psychological wellbeing and its potential application for student populations.

Mindfulness training as a therapeutic intervention has seen the development of various applications, including Mindfulness-Based Stress Reduction (Kabat-Zinn, 1982), Mindfulness-Based Cognitive Therapy (Segal, Williams, & Teasdale, 2002), Acceptance and Commitment Therapy (Hayes et al., 1999), and Dialectical Behavior Therapy (Linehan, 1993). These interventions can include individual or group approaches, and focus on increased awareness, acceptance and consciousness of present states and events. This field has also seen the development of a number of self-report measures for assessing mindfulness (see Brown et al., 2007).

In a meta-analysis of mindfulness by Baer (2003), potential benefits of such interventions included higher tolerance to physical and mental distress, positive cognitive change, relaxation, coping skills, and acceptance, all of which could lead to increased resilience.

Several studies have assessed mindfulness as a means to increase resilience in vulnerable populations, including adolescents with psychological distress (Vo et al., 2015), military personnel (Johnson et al., 2014) and people living with HIV / AIDS (Riley & Kalichman, 2014). All these studies indicate positive outcomes, including improved recovery from stressors, decreased psychological distress, and reduction in perceived stress. In addition to the use of mindfulness for vulnerable groups there is evidence of its efficacy for healthy populations in meta-analyses by Chiesa and Seretti (2009) and Grossman et al., (2004).

This literature includes a body of work specifically focused on the use of mindfulness-based interventions (MBIs) among young people and university student populations (Collard et al., 2008; Van Gordon et al., 2013; Hindman et al., 2014). Collard et al. (2008) found that mindfulness could help prevent relapse in participants with a history of depression, as well as decreasing negative affect across all participants. Hindman et al. (2014) found evidence that mindfulness-based programmes can play an important role in helping students manage stress, decrease rumination and increase self-compassion, particularly when the programmes involve a more formal practice element. Thus mindfulness is not just concerned with a decrease in mental health problems but with improving overall psychological wellbeing.

One of the key benefits of this type of intervention for a large population such as university students is the flexibility of how mindfulness training is delivered, and a relatively short

course of six weeks' practice can have a strong positive effect (Hindman et al, 2014). While further study is needed about the optimal delivery of MBIs, it is clear that they could be beneficial for wellbeing in higher education students.

## Project aims

The aim of this project is to engage students in developing their personal resilience in ways that they can apply to their studies, their health and wellbeing, and future employability.

## Methodology

The project offered three courses aimed at increasing resilience through mindfulness techniques, and, by measuring resilience scores pre- and post-intervention, aimed to assess the most effective method of delivering resilience-building interventions to the student population at Lancaster University. Here is an overview of the courses.

### Online mindfulness MOOC

This six week MOOC (Massive Open Online Course) explores the science, practice and philosophy of mindfulness. Participants learn how to incorporate mindfulness practices into their lives to reduce stress, improve mental health, and enhance both their personal and professional life.

Participants learn about formal mindfulness meditation practices, as well as the informal practice of being mindful in daily life to learn – to pay attention to the present moment instead of worrying, dwelling in the past or reacting to what is happening.

Whilst the course does not specifically address resilience training, these mindfulness-based approaches have been found to improve executive functioning, learning and memory, performance, communication, empathy, and mental and physical health.

This course is for anyone, because everyone can benefit from mindfulness, and no previous experience of mindfulness is required. This course is not designed to be therapeutic for significant health problems.

The course runs several times a year but students need to engage with the material from the start if at all possible, as it is quite content heavy.

### Online resilience course

The online resilience course 'Get Sorted' offers a self-coaching approach to building student resilience, offering a set of tools that challenge students to look differently at how they manage their university experience. While offering ways to reflect on the university experience, the programme also invites participants to try to apply a challenge or "experiment" in each module, to start to make a difference to their everyday experience. In this way, the programme is designed to enhance resilience now – so benefiting degree performance and university experience – while also providing a foundation for sustaining resilience in the future.

The course involves seven modules, with each module giving participants an experiment to try for one week (with the exception of modules 1 and 2, which are both in week one). Each week participants watch the videos for that week, read the short accompanying passages, and try out the "experiment" for the week. The course also encourages students to keep a reflective journal through the process, and offers some key questions to explore.

The course can be run at any time and is not tied to a fixed start date.

### Face to face mindfulness course

This course was designed for students to help build their resilience. At the heart of the course is cultivating students' ability to pay attention to the present moment through mindfulness practices, increasing awareness of the relationship between their thoughts, feelings and physical sensations.

Mindfulness enables students to cultivate their ability to disengage from detrimental worry, negative thinking and distraction, and to become more capable of reacting skilfully to the different pressures they face. At the same time, the course engages students in building their own strategies for sustaining personal resilience.

While all students could benefit from practicing mindfulness, this course was designed for those students who are struggling in one way or another with the internal and external pressures of university experience – what we might call the “worried well”.

The course runs over six weeks. Weekly sessions are two hours.

Each week has a specific theme that is introduced through a combination of mindfulness practices, enquiry about the experience of that practice, and reflection on the implications for personal resilience. Each week also involves specific home practices that are reviewed through enquiry the following week.

The course requires staffing and space commitments to be in place for the duration, and students can only join at the start of the course.

### Recruitment

All students at Lancaster University were invited by email and social media to sign up for either the online mindfulness course (MOOC run by Monash University, Australia<sup>1</sup>), the online resilience coaching course (in-house provider), or the face to face mindfulness course (in-house provider). The students who responded were all sent a link to an online survey (for a copy see Appendix A). On completion of the survey they were given joining instructions for the course in which they expressed an interest.

### Survey

Students generated a unique code to identify their survey response. The reasons for this were twofold: to ensure anonymity and to enable us to match the post-intervention survey responses to the initial survey responses in order to compare resilience scores.

The survey also asked for self-reports of any mental health issues the students were facing, including a text box for further information.

Students were asked to rate their perceived level of stress in relation to ten areas of life that may potentially be stressful (based on a survey by Student Minds – [www.studentminds.org.uk](http://www.studentminds.org.uk)).

### Resilience scale

After this, students were invited to answer 25 questions, which form the CD-RISC-25 measure of resilience developed by Connor and Davidson (2003)<sup>2</sup>. Questions were rated on

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<sup>1</sup> [www.futurelearn.com/courses/mindfulness-wellbeing-performance](http://www.futurelearn.com/courses/mindfulness-wellbeing-performance)

<sup>2</sup> Further information about the scale and terms of use can be found at [www.cd-risc.com](http://www.cd-risc.com). Copyright © 2001, 2013, 2015 by Kathryn M. Connor, M.D., and Jonathan R.T. Davidson. M.D.

a Likert scale from 0 (not at all) to 4 (all the time), which, when added together, generates a resilience score for each student out of 100. Any incomplete responses were omitted from the analysis. This scale was chosen because it was developed for use with adult populations, and in Windle et al. (2011) it was one of three highest rated scales for measuring resilience.

In Connor and Davidson’s review (2015) of how the scale performed in different populations, the mean resilience score ranged from 60 (Hong Kong general population N=10,997) to 82.7 (healthy women in university community in USA N=67) in general population samples. In healthy groups of students and young adults the mean resilience score ranged from 55.8 (undergraduates in Japan, N=220) to 90.7 (university students in Australia, N=141). Whilst in populations with anxiety or depressive disorders the mean scores ranged from 39 (depression in Australia, N=9) to 62.4 (Generalized Anxiety Disorder in USA, N=24). The authors also found that low resilience scores could indicate poor response to treatment in those populations seeking help for mental health problems.

Students were also asked to describe what resilience meant to them (see Appendix B for full responses).

## Findings

### Initial responses to the survey

Of the 273 students who expressed an interest in the courses, 236 responded to the survey link to join. Table 1 below shows how many students engaged at each stage of the process.

**Table 1:** Number of students engaged at each point of measurement (raw figures and percentages)

	Sign up	Initial questionnaire	Active participants	Final questionnaire
Mindfulness MOOC	138	120 (87%)	30 (21.7%)	13 (9.4%)
Online resilience	68	61 (89.7%)	40 (58.8%)	10 (14.7%)
Face to face mindfulness	67	55 (82.1%)	20 (29.9%)	12 (17.9%)
<b>Total</b>	<b>273</b>	<b>236 (86.4%)</b>	<b>90 (33%)</b>	<b>35 (12.8%)</b>

Although the number of students who engaged at every stage of the process reduced quite dramatically, the initial survey responses gave valuable insights into the concerns and wellbeing of the students who responded. These insights will be addressed in the following sections: self-reported mental health, perceived level of stress, and resilience scores.

The highest level of interest in signing up for the courses was shown by second and third year undergraduate students (50 and 53 respectively), although there were not significant variations across year of study. Considerably more female students expressed an interest in the courses than male, with a total of 160 female students (68%), 69 male (29%), two non-binary (1%) and five (2%) who did not wish to say. This reflects the gender pattern of engagement with the Student Based Services mental health team more generally.

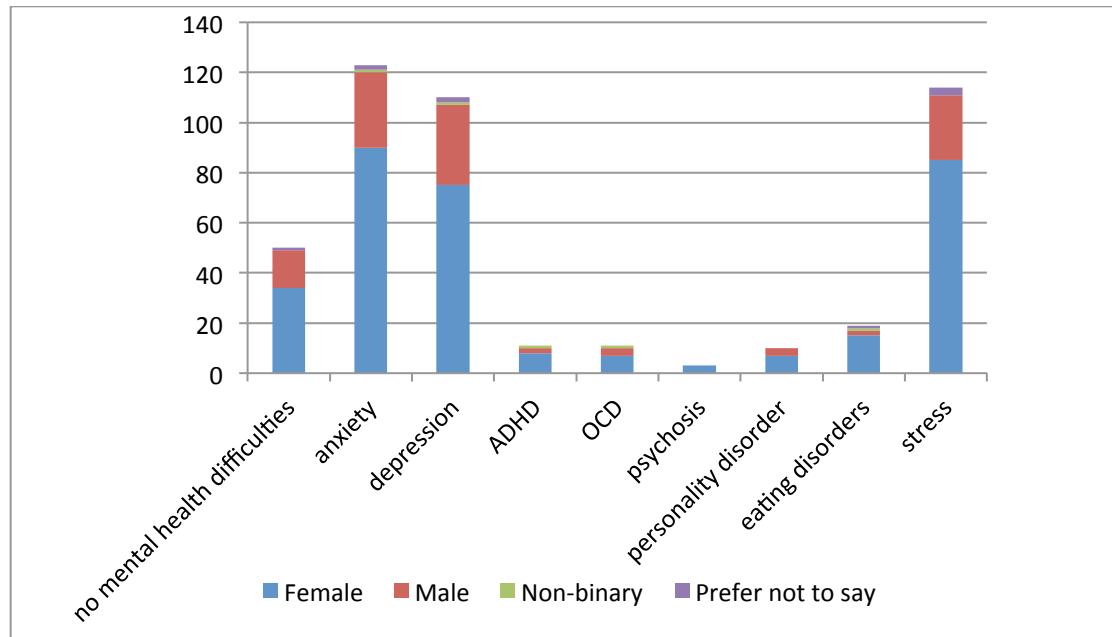
The following section of the report will focus on the mean resilience scores of the whole group of respondents and then compare these by course selected.

### Self-reported mental health

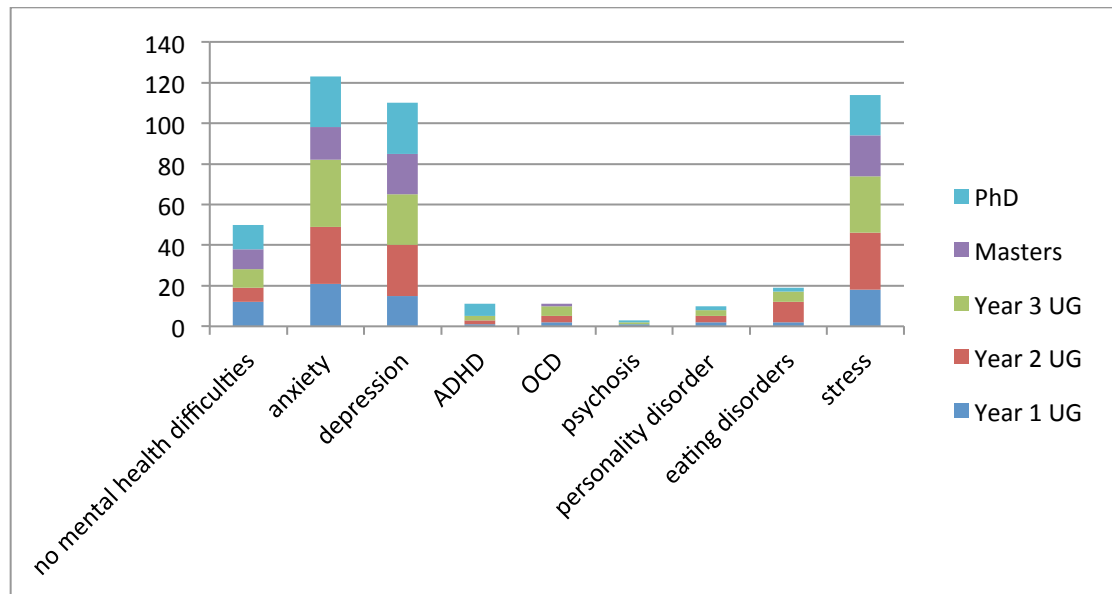
Out of 236 students, 43 reported no mental health issues, including in the text box for further information (however, seven further students reported no mental health difficulties in the survey question but elaborated in the text box that they were experiencing stress and/or anxiety but did not wish to label themselves).

Overall reports on mental health by gender and year of study can be seen in Figures 1 and 2.

**Figure 1:** Number of self-reported mental health issues by gender



**Figure 2:** Number of self-reported mental health issues by year of study



### Pre-intervention resilience scores

All participants who completed the resilience scale survey obtained a resilience score out of 100.

Overall across the group of participants, there was a large deviation in individual resilience scores, with the lowest being 21 and the highest 89. The mean score for the whole population of respondents was 54.64 with SD=12.98. Table 2 shows the mean resilience score according to gender, and Table 3 shows the mean resilience score according to year of study, illustrating that there was no significant variation across either of these two categories.

**Table 2:** Pre-course mean resilience scores by gender

	Number of respondents	Mean resilience score	Standard deviation
Overall	236	54.63	12.98
Female	160	54.35	13.15
Male	69	55.17	12.50
Non-binary	2	60	6

**Table 3:** Pre-course mean resilience scores by year of study

	Number of respondents	Mean resilience score	Standard deviation
Year 1 UG	40	54.95	11.04
Year 2 UG	50	50.56	15.03
Year 3 UG	52	54.94	10.97
Masters	37	54.89	12.35
PhD	45	58.35	13.08

### The relationship between self-reported mental health conditions and resilience scores

A large majority of students self-reported a mental health issue, which is to be expected with a self-selecting population for a psychological intervention. It is worth noting that 71 students reported more than one mental health issue. The most commonly co-occurring issues were anxiety, depression, and stress.

As shown below in Table 4, the mean resilience score for the group of students with no self-reported mental health issues was several points higher than those reporting mood disorders such as stress, depression and anxiety.

**Table 4:** Pre-course mean resilience scores by self-reported mental health condition

	Number of respondents	Mean resilience score	Standard deviation
No mental health issues	43	58	10.74
Depression	105	49.86	13.77
Anxiety	123	49.83	12.26



	Number of respondents	Mean resilience score	Standard deviation
Stress	114	50.77	13.69
ADHD	11	50.36	11.24
OCD	11	56.64	13.61
Psychosis	3	71.33	2.05
Eating disorders	19	49.74	16.65
Personality disorders	10	56.7	13.46
Other	26	50.77	14.94

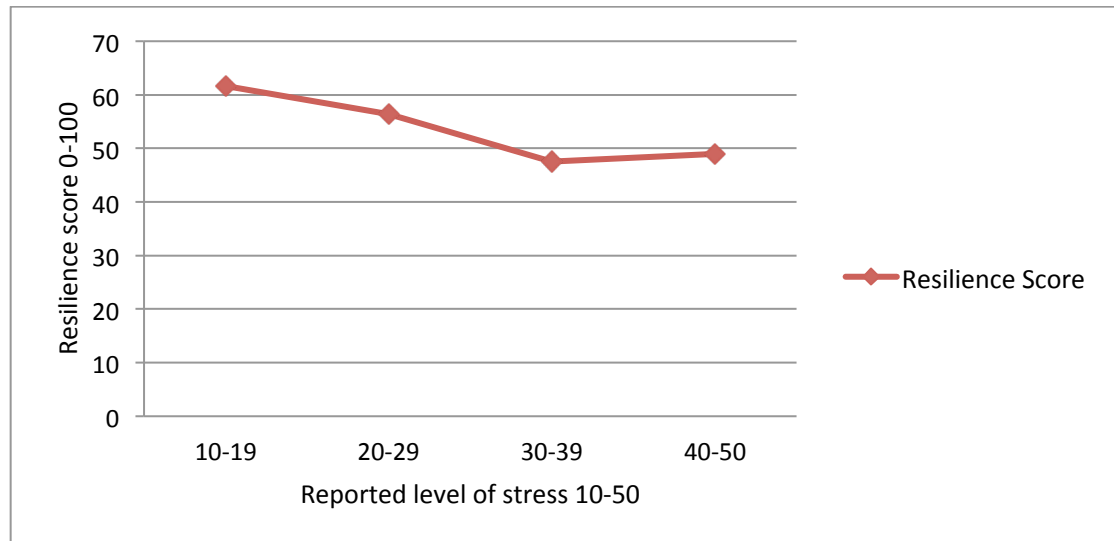
### Potential stressors and resilience scores

The students were asked to rate how often they had felt stressed by ten different aspects of life (see Appendix A for questions) in the past week, rating on a scale from 1 to 5, giving an overall potential score from 10 (not at all affected) to 50 (affected most of the time).

There was no significant correlation between individual stress scores and individual resilience scores (-0.36).

However, when grouped for stress score 10 to 19, 20 to 29, 30 to 39 and 40 to 50, there was an inverse correlation between stress score and resilience score, as shown in Figure 3.

**Figure 3:** Inverse correlation between resilience score and perceived level of stress when grouped at 10 point intervals



As shown in Figure 4, academic workload, time management and future plans were the highest causes of perceived stress.



- Being able to encounter difficulties in life with a positive attitude and learning from your mistakes instead of running away from them.
- Being able to healthily cope with difficulties in your life.

There were general themes around the ability to cope / deal with stress and setbacks.

### Comparing resilience scores pre- and post-intervention

One of the main aims of asking participants to complete pre- and post-course questionnaires was to ascertain whether resilience increased, and if any intervention showed a significant increase in resilience. Additional areas of interest were how this interacted with perceived stressors, self-reported mental health issues and engagement with the course.

In answer to the first question, the overall mean resilience score for the group (N=35) who completed both questionnaires showed an 8 point increase from 55 to 63. However, only the online mindfulness MOOC participants showed statistically significant increases in their resilience scores. From the small scale of the study it is difficult to unpick why this was the case, and this is certainly an area to explore further.

**Table 5:** Resilience scores pre- and post-intervention, and the difference between scores

	Resilience scores pre-intervention	Resilience scores post-intervention	Difference between scores	Standard deviation
Face to face mindfulness	55.15	63.31	+8.16	11.80
Online mindfulness MOOC	57.41	67.58	+10.17	6.96
Online resilience	52.9	57.1	+4.2	10.87

On the other hand, there was a negligible difference in perceived stress scores of only 0.28 increase.

One key aim of the survey was to measure resilience scores, and particularly any increase in resilience scores across a number of variables shown in Tables 6 to 10 below, including gender (Table 6), year of study (Table 7), self-reported mental health (Table 8) and level of engagement with / perceived usefulness of the course (Tables 9 and 10).

**Table 6:** Post-intervention mean resilience scores and mean increase in resilience scores by male and female students (\* only one data point)

	Mean resilience scores post-intervention (female N=25)	Mean increase in resilience scores (female)	Mean resilience scores post-intervention (male N=9)	Mean increase in resilience scores (male)
Face to face mindfulness	60.10	3.6	65	8.8
Online mindfulness MOOC	66.8	10.7	70	8.7
Online resilience	58.2	6.8	*	*
Overall	61.84	7.3	64.5	5.7

**Table 7:** Post-intervention mean resilience scores and mean increase in resilience scores by year of study

	Mean resilience scores post-intervention	Standard deviation	Mean increase in resilience scores	Standard deviation
Year 1 UG (N=5)	69.2	9.9	8.4	8.3
Year 2 UG (N=6)	64.5	11.3	11.5	13.5
Year 3 UG (N=6)	61.7	12.1	5.3	13.3
Masters (N=7)	65.4	8.8	11.9	5.4
PhD (N=10)	58.5	15.9	4.0	7.5

**Table 8:** Post-intervention mean resilience scores and mean increase in resilience scores by number of self-reported mental health issues

	Mean resilience scores post-intervention	Mean increase in resilience scores
No mental health issues	69.0	8.5
One mental health issue	66.3	5.7
More than one mental health issue	59.0	8.7

**Table 9:** Post-intervention mean resilience scores and mean increase in resilience scores by level of engagement with course

Course attendance	Mean resilience scores post-intervention	Standard deviation	Mean increase in resilience scores	Standard deviation
More than four sessions (N=16)	67.5	10.6	10.8	9.7
Two to four sessions (N=8)	57.8	17.0	3.3	9.5
Less than two sessions (N=11)	60.3	11.9	6.5	10.6

**Table 10:** Post-intervention mean resilience scores and mean increase in resilience scores by how useful the course was for dealing with stress

	Mean resilience scores post-intervention	Standard deviation	Mean increase in resilience scores	Standard deviation
Very useful	72.4	7.4	11.8	11.6
Quite useful	62.6	12.9	8.4	9.0
Not at all useful	53.3	10.6	1.6	9.1

The data suggests that there is not a significant relationship between gender or year of study and increased resilience scores following intervention. However, there is an inverse correlation between self-reported mental health issues and resilience score. There are also higher resilience scores for those who engaged most with the intervention, regardless of the

course they undertook. In terms of perceived usefulness, those who found the courses most useful showed the greatest increase in resilience score.

### Qualitative feedback

Although the face to face course and online resilience course did not show a statistically significant increase in resilience, student feedback from these was very positive, as the examples below show:

- “I have learnt a lot, not only about different sitting positions and breathing technics [sic], but also about life and ways to handle it.”
- “It's hard to give constructive feedback for a course of this nature, but I would say overall it was excellent, I wouldn't change a thing! I can see that mindfulness will have a strong impact in the near future when I develop this skill and iron out the creases!”
- “Really saddened I won't be able to attend tomorrow, due to lectures happening at the same time. I am enjoying the sessions and trying to truly incorporate the practice into my daily life as I am seeing results in terms of keeping me more grounded and peaceful, something I have been struggling with lately.”

### Conclusions

The project team drew the following conclusions:

- The small number of participants who engaged throughout all the stages means that the results are not generalisable to whole student populations.
- Although only a small number of participants completed both surveys, the findings indicate that all three interventions had a positive effect on the participants' resilience post-intervention.
- The students who signed up for the initial intervention generally showed low mean resilience scores, and even those who completed the courses still scored quite low for resilience. This may be due to those with low resilience being more likely to seek help for this.
- High level of engagement and perceived usefulness correlate positively with increased resilience.
- Although the mindfulness MOOC showed high attrition rates, these are commensurate with usual dropout rates for MOOCs (usually 85-95% non-completion).
- The MOOC had the most 'academic' content, which may have been a positive factor for engaging highly academic students and encouraging a deeper engagement with, and understanding of, mindfulness. However, this may also be a negative factor for some students.
- As the MOOC is run by an external provider, institutions have no control over when it is run, unlike the in-house training, which is a factor in terms of recruiting and retaining students to this course.

## Recommendations and further areas of study

The project team make these recommendations:

- Engaging with online courses requires a lower level of investment from institutions (compared to face to face interventions) and would therefore open up the possibility for more students to engage with this type of support. As far as can be generalised from this small data sample, the MOOC appears to offer benefits for resilience equal to or greater than those offered by other types of intervention.
- Recruiting students to take part in courses on mindfulness and resilience, and recruiting them to take part in the evaluation of these courses, need to be considered as separate aims.
- A key task is to identify the factors that influence student engagement with this type of intervention and develop a recruitment and retention strategy. In future, surveys should include a question on the student's motivation for engaging with the course.
- Although students' mean resilience scores showed an increase after taking part in the courses, further work should include a repeated measures study to see whether increased resilience scores are maintained over a prolonged period post-intervention. This could also include gathering qualitative interview data from participants to complement the quantitative analysis.
- Due to the overall low resilience scores of the students who completed the survey, it would be helpful to carry out a comparison study of a sample of students who are not interested in intervention from Student Based Services.
- In terms of evaluation, this study was limited in scope because only one resilience measure was used. There are likely to be other benefits to wellbeing, which need to be assessed using other measures.
- The efficient delivery of student support of this type could be enhanced by sharing practice across institutions and delivering interventions collaboratively rather than individually.

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## **Appendix A: online survey**

Qualtrics Survey Software

### **Default Question Block**

Thank you for registering for one of our mindfulness/resilience programmes.

Before you start your programme, we would like you to fill in a short survey and we will ask you to do the same once the programme is completed.

This will only take a few minutes and it will help us to evaluate the effectiveness of the various programmes for the future.

Please do this as soon as possible, as the first programme starts on the 8 February.

Your participation will be anonymous and you will be able to access joining details for your programme at the end of the survey.

We are going to ask you to create a unique personal identification code. This will be the code we use to identify your answers to the surveys you complete before and after taking part in the programmes.

### **Participation is voluntary**

All information you give will be kept strictly confidential and will be accessible only to the mindfulness programme evaluator. Any information about you will be assigned a number, and will not have your name on it. All information will be handled in accordance with the Data Protection Act 1988.

I understand that participation in this evaluation is voluntary and I consent to take part, understanding that my personal data will be identified using a unique code only.

### **About you**

The following questions are to help us to understand a bit more about you and your



expectations for the programme.

Gender:

Powered by Qualtrics

Year of study:

Have you ever experienced any mental health difficulties, and if so, how would you define these?

Please rate the degree to which the following aspects of life have been a source of stress to you in the last week.

If you experience any particular mental health difficulties or stress during the course of the programme, or you have any concerns for your wellbeing, please contact Student Based Services at [thebase@lancaster.ac.uk](mailto:thebase@lancaster.ac.uk) or the Student Counselling Service at [counselling@lancaster.ac.uk](mailto:counselling@lancaster.ac.uk)

Please complete the following sentence:

*I think resilience is....*

You will now see a set of statements.

For each item, please choose one option from "not true at all", "rarely true", "sometimes

For each item, please choose one option from "not true at all", "rarely true", "sometimes true", "often true" or "true nearly all of the time" that best indicates how much you agree with the following statements as they apply to you over the last **month**.

If a particular situation has not occurred recently, answer according to how you think you would have felt.

I am able to adapt when changes occur.

I have at least one close and secure relationship that helps me when I am stressed.

When there are no clear solutions to my problems, sometimes fate or God can help.

I can deal with whatever comes my way.

Past successes give me confidence in dealing with new challenges and difficulties

I try to see the humorous side of things when I am faced with problems.

Having to cope with stress can make me stronger.

I tend to bounce back after illness, injury, or other hardships.

Good or bad, I believe that most things happen for a reason.

I give my best effort no matter what the outcome may be.

I believe I can achieve my goals, even if there are obstacles.

Even when things look hopeless, I don't give up.

During times of stress/crisis, I know where to turn for help.

Under pressure, I stay focused and think clearly.

I prefer to take the lead in solving problems rather than letting others make all the decisions.

I am not easily discouraged by failure.

I think of myself as a strong person when dealing with life's challenges and difficulties.

I can make unpopular or difficult decisions that affect other people, if it is necessary.

I am able to handle unpleasant or painful feelings like sadness, fear, and anger.

In dealing with life's problems, sometimes you have to act on a hunch without knowing why.

I have a strong sense of purpose in life.

I feel in control of my life.

I like challenges.

time

I work to attain my goals no matter what roadblocks I encounter along the way.

Not true at all      Rarely true      Sometimes true      Often True      True nearly all of the time

I take pride in my achievements.

Not true at all      Rarely true      Sometimes true      Often True      True nearly all of the time

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Thank you for taking time to complete the survey. If you wish to withdraw your data from the evaluation you may do so at any time by contacting the email address below quoting your unique ID number.

**Your online mindfulness course will be delivered by Monash University and begins on Monday 8th February. To sign up please go to <https://www.futurelearn.com/courses/mindfulness-wellbeing-performance>**

If you no longer wish to join the course or have any further queries please contact [sbsmindfulness@lancaster.ac.uk](mailto:sbsmindfulness@lancaster.ac.uk)

## Appendix B: what resilience means written responses

The ability to fight on regardless of what is happening

learning to cope with events that you are confronted with.

the ability to withstand negative factors

the ability to maintain physical and mental health under all types of conditions.

I think resilience is defined as an individual's ability to properly adapt to stress and adversity.

Stress might be caused because the individual worries about family or relationship problems, health problems, or workplace and financial worries.

not sure

resist to stress

I think resilience is the ability to withstand difficulties and challenges and to persevere.

the ability to cope with different difficulties.

Being able to get through tough times and coping with difficulties

the ability to continue and perform regardless of the situation or the difficulties that are required to do so.

Being able to deal well under pressure and stress.

Acknowledging problems and facing them, even if there is no way to solve them.

an ability to resist pressure and recover from intensive work/ schedule

being able to cope and adapt your behaviour to suit challenging and somewhat difficult scenarios.

the ability to properly deal with stress.

Being able to bounce back from stressful situations

Being able to encounter difficulties in life with a positive attitude and learning from your mistakes instead of running away from them

Being able to healthily cope with difficulties in your life

being able to cope better

Being able to deal with stress when it comes your way

strength

Being able to cope with difficulties one faces in life.

showing up every time and having the confidence to keep on going no matter what gets thrown at you, like water off a ducks back, you can pick yourself up and move on

the capacity to meet and endure challenges and difficulties

the ability to endure difficulty and bounce back

The capability of overcoming problems

being strong enough to withstand difficulties, setbacks, tough situations you are faced with in your life.

the power in one's self to be able to overcome difficulties, and return to how i was before my anxiety kicked in, with a better view on the world.

The ability to not let something negative affect you too much in terms of mood and emotions

Being able to bounce back from a negative situation

The ability to withstand the difficulties you might meet in life, and not become overly stressed or upset.

the ability to get rid of negative emotions and feelings as soon as possible and not let these emotions influence my agenda.

Coping with stress

Like the song: pick yourself up, dust yourself off, start all over again.

the ability to cope with stress and stressful situations.

being able to fail at something and continue to try again until you achieve or are fully satisfied with the results.

The ability to be less affected by hardships.

the ability to cope and remain calm in tough situations.

the ability to take on challenges, to be easily adaptable in new situations.

the ability to 'bounce back'

being able to bounce back from stressful situations and adapting to new and difficult circumstances

learning to cope with daily stresses and difficulties.

the capacity to bounce back from difficulties.

Being able to deal with a challenging situation instead of succumbing to the pressure

Being able to use appropriate coping mechanisms to deal with stress, meaning you don't feel run down or overwhelmed. Could be breaking down large problems into small steps to solve them.

the ability to consider all problems proportionally, and a willingness to look beyond the immediate negative effects to see what might be done about them.

Being strong and persevering with a tough situation when it is mentally, emotionally and/or physically hard

This is where there is a problem but you are able to handle it and overcome it with time

being able to deal with issues and problems well and not have them affect your happiness too much

Being able to bounce back from situations, and not letting external factors control your emotions.

The ability to perform certain daily tasks to a satisfactory degree while under various pressures.

Strength to deal with whatever you might face

Being able to cope with and recover from problems

Being able to face problems and come through them. Acknowledging they're difficult but not being overwhelmed by this.

an emotional strength which allows someone to cope with life's adversities.

staying strong and continuing

Learning to overcome stressful times without it leading to dark thoughts then depression/anxiety.

the ability to adapt to a stressful situation in a calm way so you can react reasonably not emotionally.

Resilience is the ability not to stress out when in a stressful situation. It is the strength to remain calm and alert, to think about solutions rather than feeling useless and without possibility to move on.

Ability to adapt and cope with demanding situations

being able to bounce back from difficult situations.

Being able to see a task through to its finish despite there being obstacles in the way

how you are able to cope and adapt to stressful or pressured conditions

Feeling equipped to manage difficult situations and emotions.

the ability to work through a problem, solve it and then progress further.

The ability to be strong in adversity

Recognising your strengths and limitations and using this self knowledge to help look after yourself and practice self care.

Being able to set your mind to right state to best deal with stressful situation; being able to resist or get around negative feelings

The ability to encounter difficult or adverse events with a positive attitude and to learn from them instead of running away from them



Being able to deal with whatever life throws at you  
the ability to fight on regardless of what is happening  
Being able to deal with stress in a healthy, sensible way and remaining positive about life  
Is the strength about someone or something  
Being strong in the face of things you find difficult /  
Being able to bounce back after a set back. Not letting things upset you too easily.  
Keeping yourself together in times of difficulty  
Knowing how to bounce back after difficult situations  
To be as calm as you can in stressful situations  
the ability to withstand adverse occasions, to lose and to bounce back in the optimum minimum amount of time. T  
Being able to cope with whatever is thrown at you without too many issues  
The ability to withstand something, in the case of humans the challenges of day to day life  
Strength and ability to cope with stress/ problems in a productive beneficial way  
the ability to overcome the factors that interfere with your mental and physical well being.  
The ability to endure hard times and come through as a stronger person.  
Not giving up  
I think resilience is the ability to persevere through difficulties and to be able to recover after them.  
The ability to recover quickly / cope with things that make you stressed  
The capacity of recovering after something bad happened  
a way of handling stress and conflicts. If you have a good resilience, you can handle stress and pressure in a positive way.  
the ability to adapt with change.  
Being able to be OK no matter what happens or how you feel  
the ability to meet and endure challenges and difficulties  
Being able to handle difficult and challenging situations in certain areas of your life, without it overwhelming, harming, or complicating other parts of it.  
Being able to continue when situations become challenging  
the ability to cope with stress and anxiety in a mature manner and not let it destroy you.  
Resilience is the adaptive, functional way of dealing with negative emotions.  
the ability to do the best you can in the context in which you live in.  
the process of building up confidence and re-establishing a positive outlook after an emotional set-back.  
highly important.

The capability of overcoming problems  
ability to cope with stress

Inner strength  
accepting  
being able to face difficult situations and overcome them  
being able to withstand setbacks, tough, difficult situations you are faced with in life.  
strength  
being able to adapt and cope with life's knocks  
leaving space for various possible outcomes  
difficult

The ability to overcome adversity  
the ability to keep going under pressure, and despite any set-backs.  
The ability to turn stress and worry into something positive.  
the ability to cope with life's challenges and unexpected difficulties  
The ability to withstand life's challenges  
Being able to handle anything life may come up with.  
Being able to bounce back from difficult situations.

Essential

the skill of adapting yourself in different conditions and environment as well as maintaining interpersonal relationships at a balanced level.  
regain control over myself and the conditions  
Being able to remain calm and professional in a stressful situation  
stop feeling negation of the self  
to be able to deal with challenges and recover quickly after a setback

peace of mind

I think resilience is the ability to become happy, healthy again after experiencing some difficult problems.

the ability to adapt without compromising one's well-being.  
Being strong and flexible in order to adapt to and handle difficult situations  
Being able to deal with stress and put things in perspective to cope with them  
Being able to cope and bounce back after a bad situation/experience.  
being strong, focussed, in the moment and dependable repeatedly in situations during times of stress  
determination  
shows strong will.  
sometimes true.  
good to some extent.  
the ability to withstand external pressures.  
a way to adapt to the new circumstances  
working through difficult times with the goal to enjoy the future.  
the ability to deal with negative experiences  
The ability to become stronger after something bad happens.  
the ability to cope with various situations well, without being too upset or distraught about it.  
the ability to cope with adverse conditions.  
The ability to adapt to stress

The ability to come with adversity

Being able to adapt to stress and adversity.  
the ability to handle stress in a productive way, and being able to cope with challenges without being overwhelmed by them.

Ability to step back from emotional perspectives see things as they are.

Pushing through even in the face of adversity (whatever that means for each person)

the ability to deal with difficult situations well.

being able to get back up, cope and continue after setbacks/ negative events

To overcome adversity

Finding calm after a strong event or under difficult condition

something I need to work on. I feel as though I dwell on things a lot and don't bounce back quickly or successfully all the time. I feel as though I just manage things like in a 'fed up' sense.

the ability to withstand challenges.

the ability to lead with changes in our lives in a balance way.

Ones capacity to buffer, absorb and respond positively to the challenges we face in life. Central to it is not simply being stoic, but recognising that even when you can't be stoic, there is still something you can learn.

Being able to get through difficult times, and come out of it with your head held high

the ability to not be affected badly by things

How a person can experience something negative or problematic, and be able to overcome and learn from it.

Ability to adapt comfortably.

The ability to withstand or recover.

the ability to cope with a difficult situation.

Being strong to overcome barriers in your life and being able to keep going even when things get tough

ability to adapt and recover

the ability to manage emotions and get back the "normal" feeling quickly after the source of stress is gone.

the ability to deal with challenges and set backs, without being derailed by them

being able to withstand the pressures life throws at you

Being able to cope with problems and find solutions.

Being able to cope in difficult circumstances.

the ability to keep calm whilst under pressure and to manage time effectively.

maintaining focus even when you realize that things have gotten tough for you.

The state where small changes in everyday life will not produce a profound change in a person's emotional or mental state. Physically I think resilience is the ability to resist the effects of changes.

coping with stressful things successfully and not letting things get to you easily.

The ability to bounce back after challenging experiences.

Learning how to manage stress in your life and 'getting by' when things are not always going to hand or are out of your control.

Being able to cope with life's everyday struggles and to bounce back when things don't quite go as planned.

Being able to adapt and apply yourself to different situations

adaptation to environments

being able to cope with stress and negative emotions without breaking down or being overwhelmed.

The ability to make it through hard times unharmed

the ability to cope with stress and setbacks in an adaptive way

how you recover from a bad experience or event and learn from it

the ability of bouncing back from adversity to complete a project.

being able to handle adversities in a healthy way.

To be able to spring back

coping with the stresses and strains of everyday life.  
the ability to withstand pressure and stress, to manage this effectively.  
being able to cope with stress

having the tools to be able to stay healthy alive despite hardship and struggle.

invaluable

BEING ABLE TO BOUNCE BACK FROM A DIFFICULT SITUATION AND COPE WELL DURING HARD TIMES

being able to keep a level head when it gets rough and you know it.

experiential power to be able to continue and conquer challenges. There will be a level of stress in doing this but resilience helps us not to give up and know that things can be better outside of a present stressful time. Resilience to me is the opposite of despair, where there is no way out.

ability to withstand stress without getting ill from it.

being able to cope with difficulties in a way in which the personal impact on myself is minimised.

Dealing with the situation and being able to move on.

How to balance your life after overcoming difficulties

Sticking with something even when it's hard

being able to deal with things in a good, healthy way.

Ability to respond positively or at least neutrally to life challenges.

Key to success

adaptability, flexibility, the ability to absorb shock and bounce back after challenges on 'knocks'.

going forward despite the difficulties.

Something to keep practicing! Don't give up!

coping well under stress/ adverse conditions and bouncing back after a difficult period

being able to power through when times are tough, not letting your problems overwhelm you and being strong.

the ability to meet and endure challenges and difficulties

Strength

the ability to not be affected in your abilities during difficult times

How resistant you are to life's changes

the ability to return to normal state from depression or any over-emotional feeling

Being able to cope during adversity and powering through when things get difficult.

ability to adapt to stress or challenging times



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