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Aalto-yliopisto



Well-being for association activities - Pandemic and exceptional circumstances

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*Hannu Pesonen & Paula Sjöblom / Aalto's study
psychologists*

Well-being and resilience

- The theme of coping in student activities is a topic that is always current.
 - The changing nature of activities and the greater physical isolation of the community create various challenges for association activities under these exceptional circumstances.
- The sense of togetherness, coping and psychological safety in exceptional circumstances
- Help is offered by... resilience



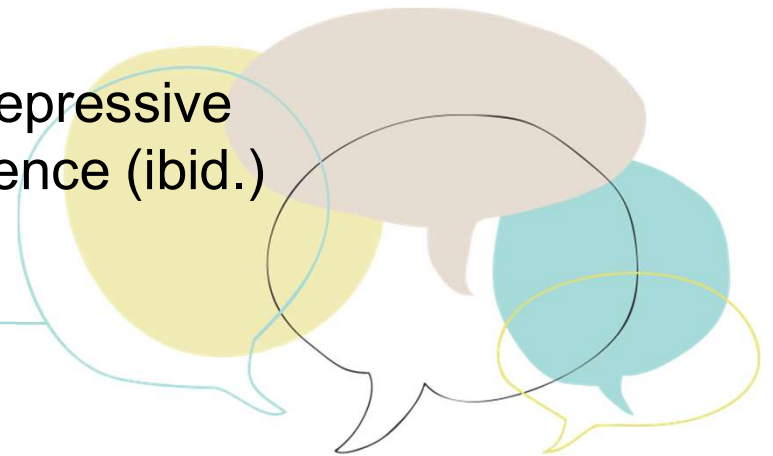
Resilience

- Individual's resilience = the person's ability to deal with problems, overcome obstacles, or resist the pressure caused by adverse situations, without entering into rupture
- Resilience can have a significant role in students' learning and study-related well-being



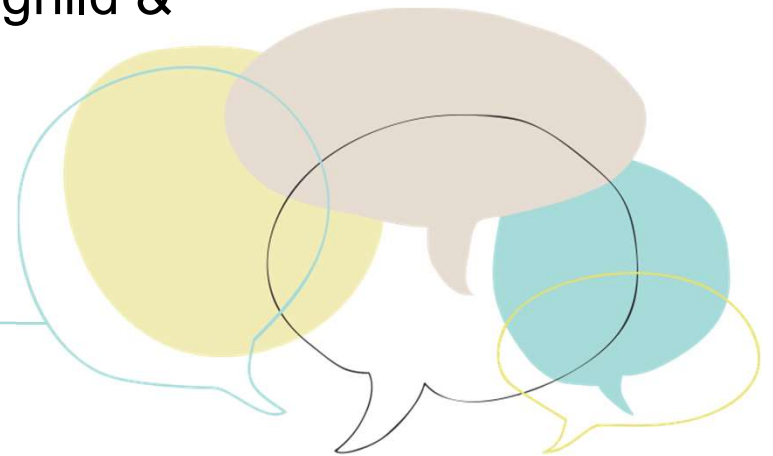
Resilience 2

- Fernandes et al. (2018) found 5 factors within resilience: ‘perseverance*’, ‘self-reliance’, ‘equanimity’, ‘meaningfulness’ and ‘existential aloneness’
- You can *practise* your attitudes of commitment, control and challenge, which helps you to deal with stress and overcome obstacles
- Weight, physical activity and lack of depressive episodes associated with higher resilience (ibid.)



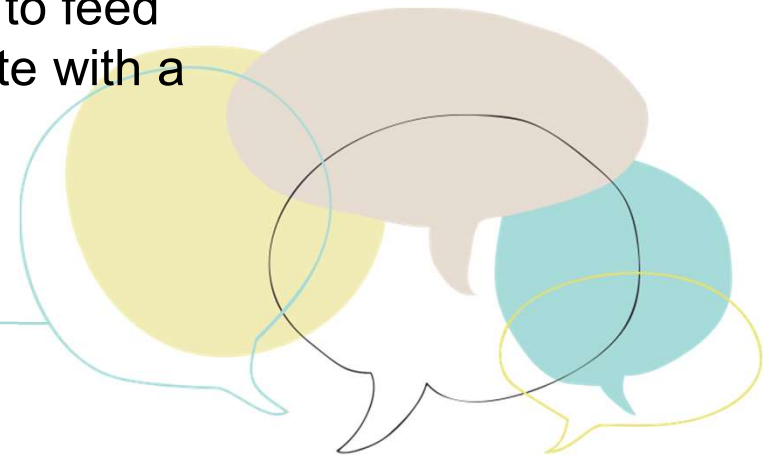
Resilience - examples

- *I usually manage one way or another*
- *I am friends with myself*
- *I can get through difficult times because I've experienced difficulties before*
- *My life has meaning*
- Examples from a resilience scale (Wagnild & Young)



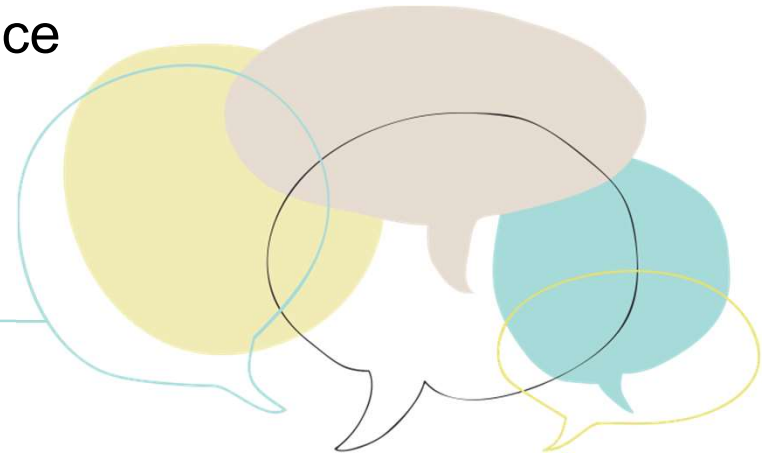
Resilience 3

- An individual's resilience should be considered from the viewpoint of a process and the end result, not so much as a permanent set of characteristics*
- Buffer against stress
- Resilience is a part of well-being and also related to the social environment**
 - Positive, supportive environment helps to feed positive emotions, which in turn correlate with a sense of control
- Resilience as a latent variable?



Resilience 4

- Studies show that the university can help to encourage students to overcome difficulties*
- The best universities are usually characterised by a strong atmosphere of support, encouragement, mutual trust and commitment (Kuh ym., 2005)**
- These factors also reinforce resilience



Resilience 5

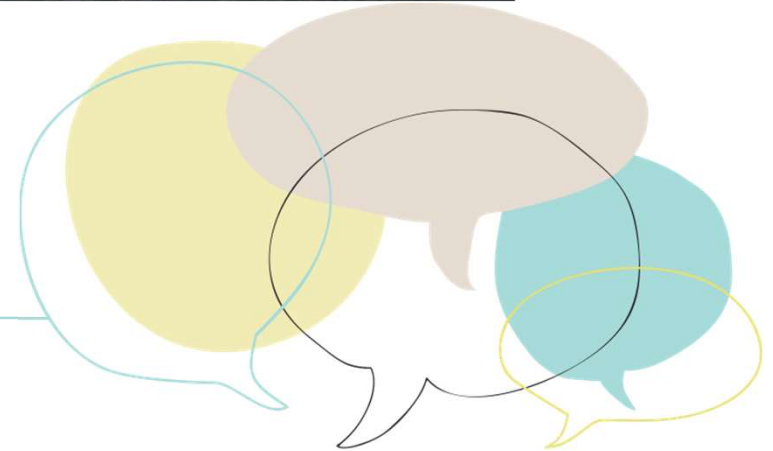
- People differ in their tendencies, potential and challenges
- This diversity has likely played a role in the survival and success of *homo sapiens* throughout history
- The strength of the human species is cooperation and
- Ability to act in a coordinated manner



Social dimension of resilience

- Relatedness is one of our basic psychological needs (e.g. Deci & Ryan, 2008)
 - Relates to the sense of belonging
- Social support and encouragement are also important for resilience

3 basic psychological needs:
Autonomy, competence,
relatedness



Meaningfulness, motivation and beneficence

- **Meaningfulness of work research (see e.g. Steger, Martela; Martela, Pessi)**
- **Meaningfulness – finding a broader purpose and significance**
- **Also: Self-actualisation and autonomy in the context of the issue**
- **Beneficence, our 4th basic psychological need?**



Meaningfulness, motivation and beneficence

- According to studies, doing good to others in volunteering, for example, also increases the well-being of the benefactor
- According to Martela, well-being improves when all 3 basic human needs **AND** beneficence are realised
- **Autonomy, competence, relatedness**
 - **And: beneficence**



Questions to ponder

- **Where are you going with the theme of resilience?**
 - **Have you had moments to breathe and be in-the-now**
 - **How have you felt the need of relatedness?**
 - **AYY context, Aalto level?**

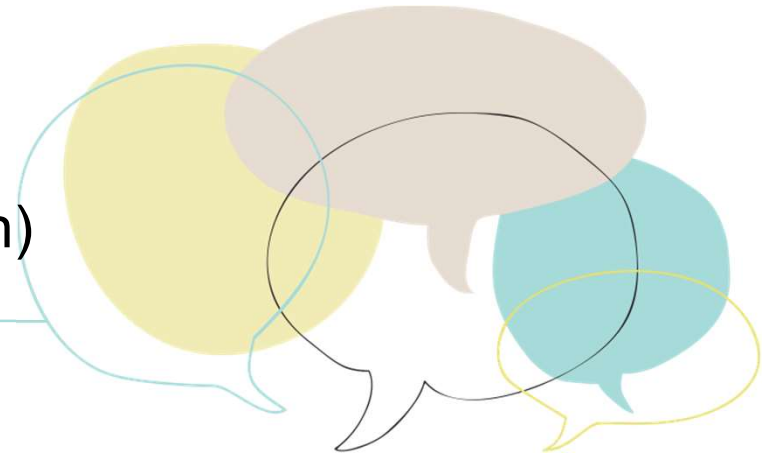


Emotions support learning

- Joy, enthusiasm, curiosity support learning
- Fear of failure, shame and excessive anxiety may hinder learning

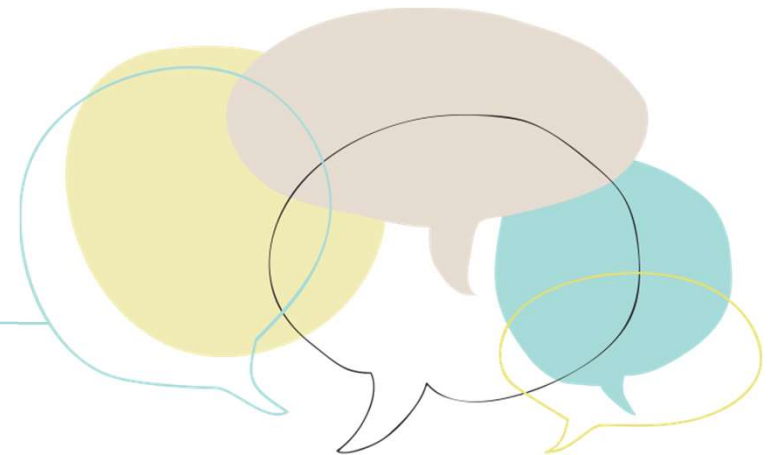
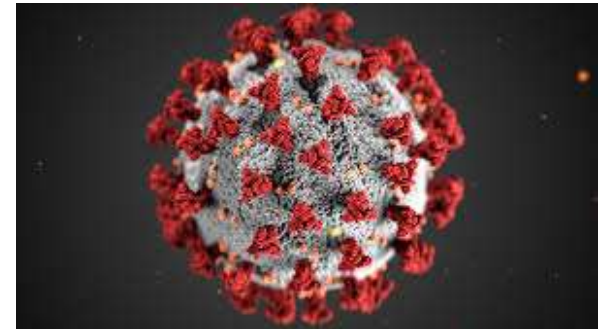
Understanding failures and disappointments as part of learning

- Self-compassion helps you - > motivation to learn, courage to face challenges
- Learn about [self-compassion](#):
- <http://self-compassion.org/>
- [the power of imperfection](#) (in Finnish)



We are still living in exceptional times

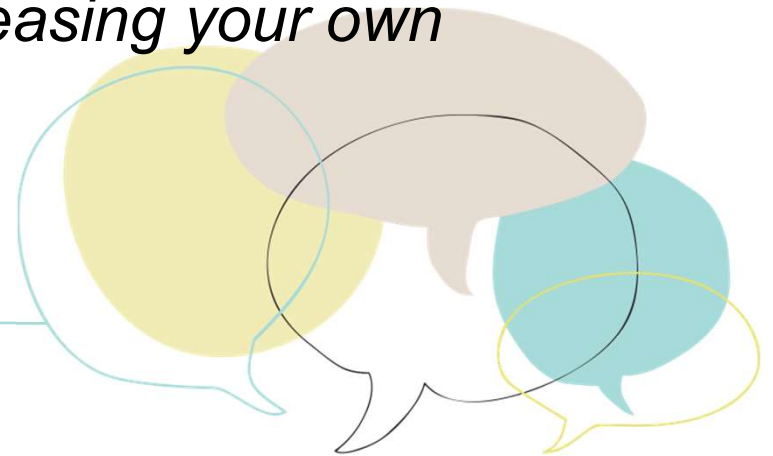
- Which issues are part of our normal lives?
- Are remote work and staying at home basically positive or negative issues?
- How have these exceptional times changed us?
 - Which characteristics and issues are abundant/scarce in our lives right now?



How do I take care of my own resilience during the COVID-19 pandemic?

- Write in the chat – we will read your comments

”You can develop your own resilience. Taking care of yourself is an important part of increasing your own resources.”



Material to read

- **[Study skills](#)** – our Into material
- [Diverse learners](#) (Aalto's Into material)
- [Learning Styles Questionnaire](#)
- Manage your energy, not your time – read the [article](#)
- D. Allen - Getting things done* - watch the [video](#)

Services of study psychologists

Study psychologists offer counselling for the following issues, for example:

- Development of study skills
- Motivation
- Self-regulation skills, e.g. time management
- Coping with stress
- Coping and study ability

Appointments by email

1-5 sessions (45 min / session)

Confidential and free of charge

More information at [Into](#)



Starting Point of Wellbeing

- Advice and guidance on services related to well-being
- Via Zoom, further information provided later

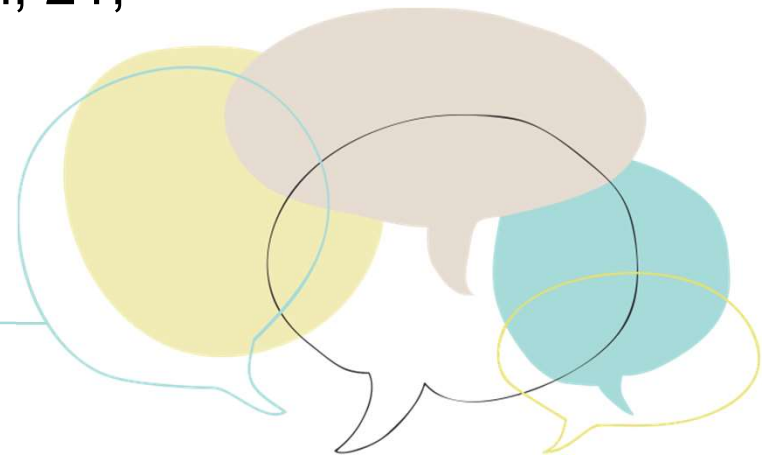


**Get to know the services of
The FSHS, study psychologists, Aalto chaplains, UniSport and AYY!**

bit.ly/wellbeingAalto

References

- Fernandes, G., Amaral, A., Varajão, J. (2018). Wagnild and Youngs's Resilience Scale Validation for IS Students
- Lundman, B., Strandberg, G., Eisemann, M., Gustafson, Y. & Brulin, C. (2007) Psychometric properties of the Swedish version of the Resilience Scale. Scand J Caring Sci; 21; 229–237



Thank you for your attention!