

# *R2 Resilience Expert Training*

## *Course Introduction: What is Resilience?*

**Michael Ungar, Ph.D.**

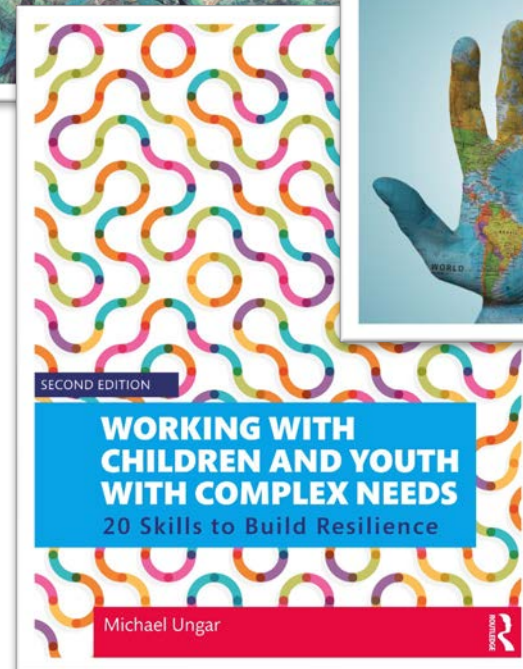
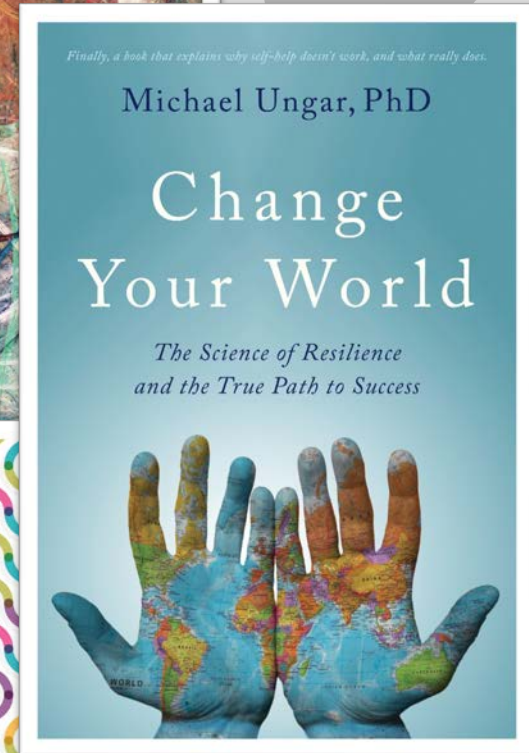
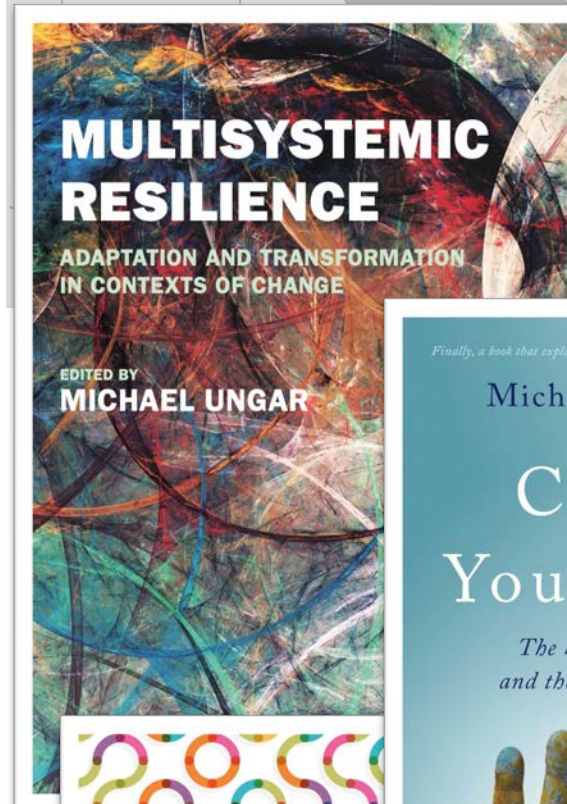
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# *Adverse Childhood Experiences*

## ACE (Anda et al., 2006)

-  Verbal abuse
-  Physical abuse
-  Sexual abuse
-  Emotional abuse
-  Neglect
-  Witnessing IPV
-  Divorce or separation
-  A caregiver w/mental illness
-  A caregiver w/addiction
-  A caregiver who was incarcerated.



# *Philadelphia Ace Survey*

## **Philadelphia Expanded ACE Questions look at Community-Level Adversity**

### **Witness Violence**

How often, if ever, did you see or hear someone being beaten up, stabbed, or shot in real life?

### **Felt Discrimination**

While you were growing up...How often did you feel that you were treated badly or unfairly because of your race or ethnicity?

### **Adverse Neighborhood Experience**

Did you feel safe in your neighborhood? Did you feel people in your neighborhood looked out for each other, stood up for each other, and could be trusted?

### **Bullied**

How often were you bullied by a peer or classmate?

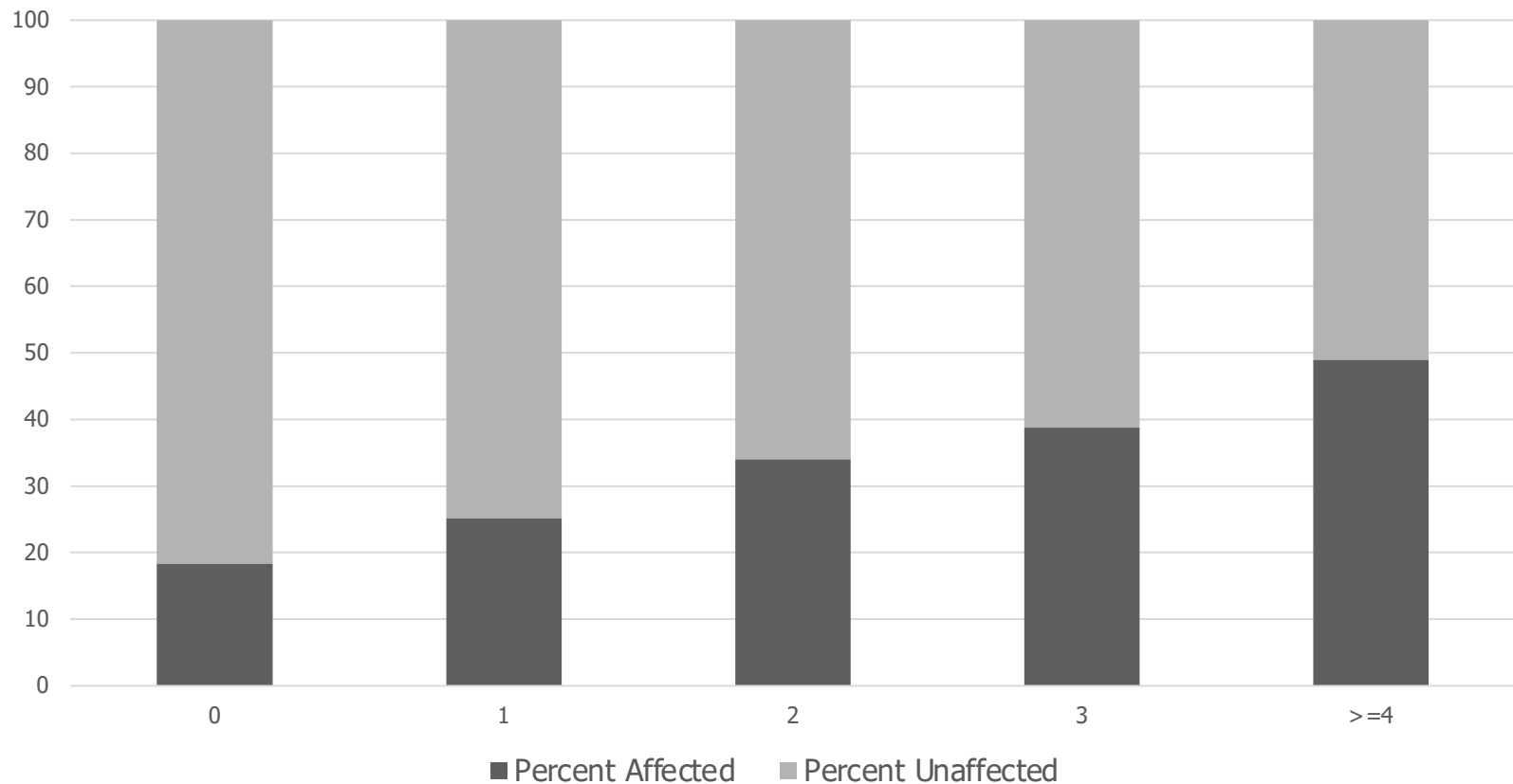
### **Lived in Foster Care**

Were you ever in foster care?

Cronholm PF, Forke CM, Wade R, Bair-Merritt MH, Davis M, Harkins-Schwarz M, Pachter LM, Fein JA. Adverse Childhood Experiences: Expanding the Concept of Adversity. Am J Prev Med. 2015 Sep;49(3):354-61.



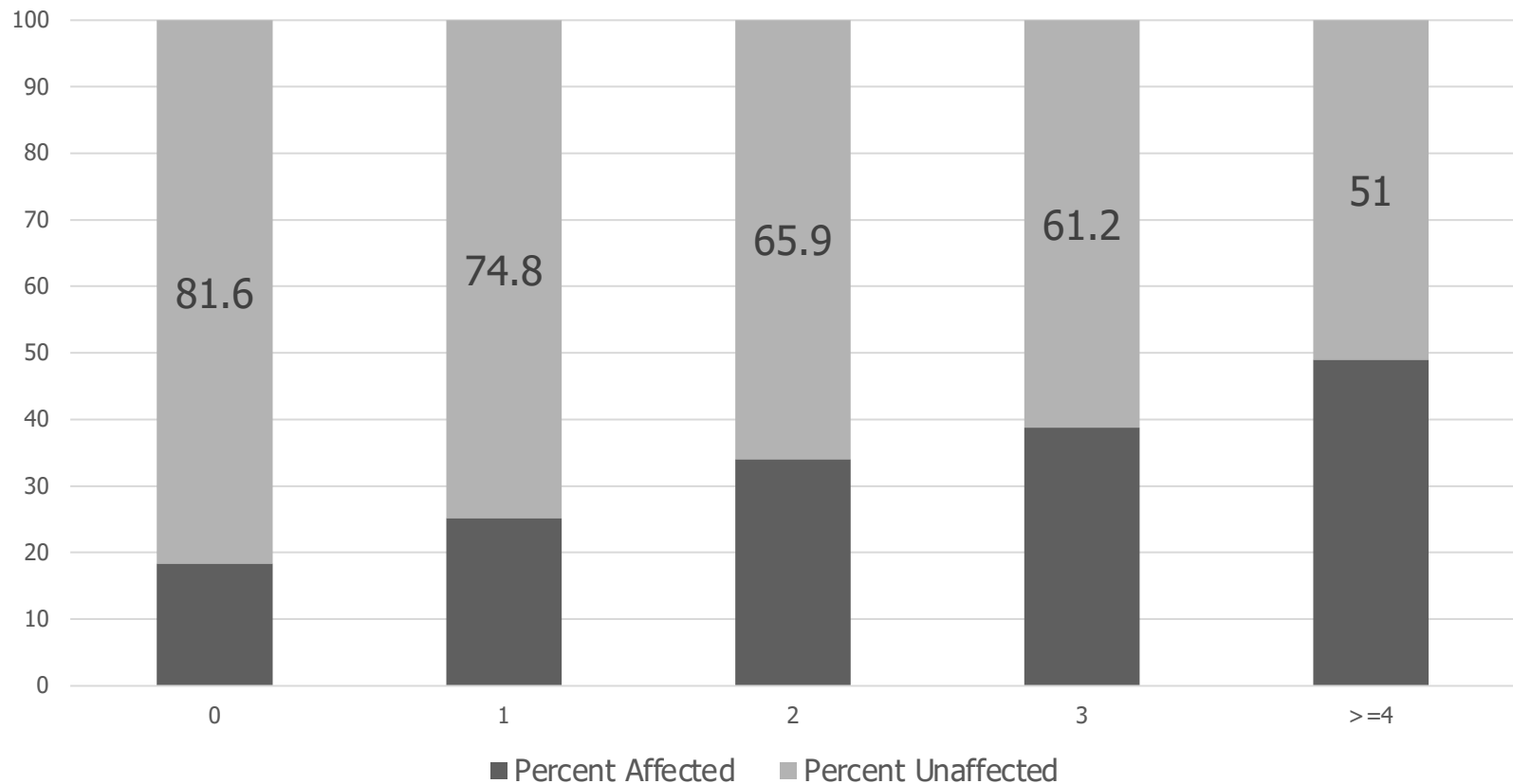
## *Percent Prevalence of Depressed Affect vs ACE Score*



Anda, R. F., Felitti, V. J., Bremner, J. D., Walker, J. D., Whitfield, C., Perry, B. D., ... Giles, W. H. (2006). The enduring effects of abuse and related adverse experiences in childhood: A convergence of evidence from neurobiology and epidemiology. *European Archives of Psychiatry and Clinical Neuroscience*, 256, 174–186.













## *Percent Non-Prevalence of Depressed Affect vs ACE Score*













Anda, R. F., Felitti, V. J., Bremner, J. D., Walker, J. D., Whitfield, C., Perry, B. D., ... Giles, W. H. (2006). The enduring effects of abuse and related adverse experiences in childhood: A convergence of evidence from neurobiology and epidemiology. *European Archives of Psychiatry and Clinical Neuroscience*, 256, 174–186.

# *Adverse Childhood Experiences vs. Benevolent Childhood Experiences*

## **ACE** (Anda et al., 2006)

-  Verbal abuse
-  Physical abuse
-  Sexual abuse
-  Emotional abuse
-  Neglect
-  Witnessing IPV
-  Divorce or separation
-  A caregiver w/mental illness
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-  A caregiver who was incarcerated.

## **BCE** (Narayan et al., 2017)

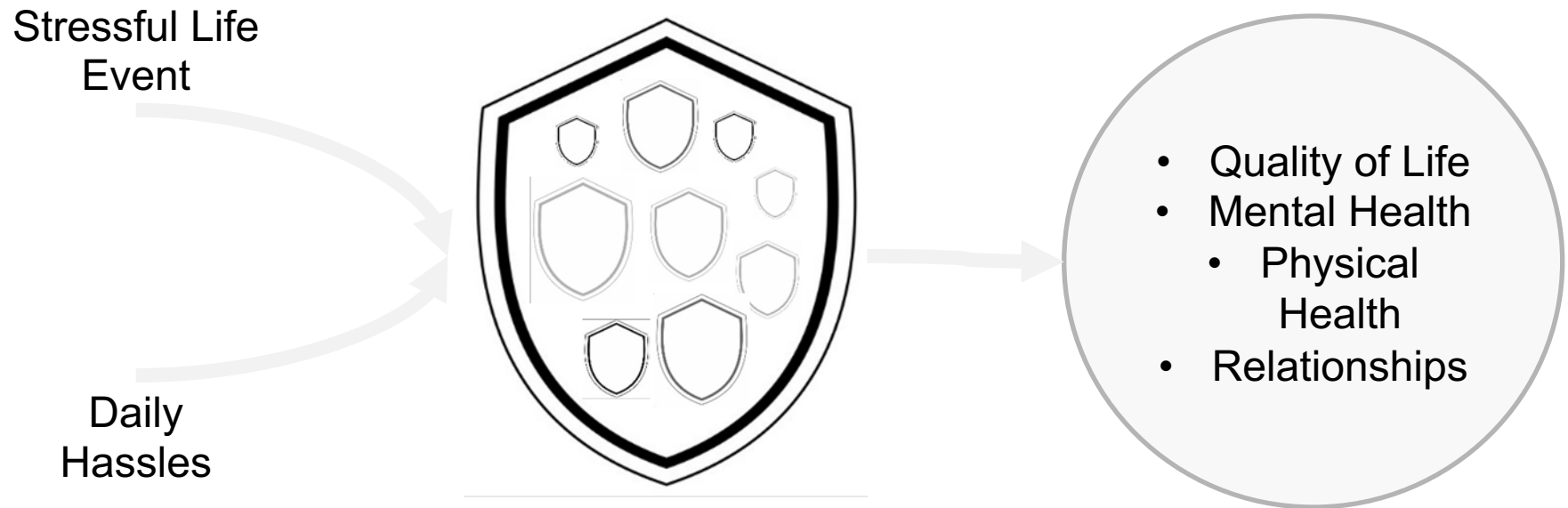
-  Felt safe with a caregiver
-  One good friend
-  Beliefs that gave comfort
-  Liked school
-  A teacher who cared
-  Good neighbors
-  Adult who gave support (other than caregiver)
-  Opportunities for good times
-  Comfortable with self
-  Home routines



# *A brief history of resilience*

✚ From invulnerability to social ecologies

# *Strengthening protective factors*



***Resilience involves strengthening the protective factors that help to buffer against adversity***



# *Psychosocial Resilience is...*

- ✿ In the context of exposure to significant adversity
- ✿ resilience is the capacity of individuals and groups to *navigate* their way to the psychological, social, cultural, and physical resources that sustain wellbeing, and...
- ✿ their capacity individually and in groups to *negotiate* for these resources to be provided...
- ✿ in culturally meaningful ways.

# *Course Topics*

- ✚ What is Resilience? Risk exposure, protective factors, and desired outcomes
- ✚ Protective factors as interlocking systems: What the science tells us about resilience and its application to people's lives
- ✚ Helping people navigate: The many different parts of people's social and physical ecologies that nurture and maintain their resilience

# *Course Topics*

- ✚ Helping people negotiate: The many different ways people communicate what they need for success
- ✚ The R2 Resilience<sup>©</sup> Program: Designing a tailored approach to promoting resilience across cultures and contexts
- ✚ Nurturing people's rugged qualities and resources: Developing curriculum to build resilience



# *Course Topics*

- ✚ Strategies for success: Why different life circumstances demand different strategies for resilience
- ✚ Strengthening families, workplaces, institutions and communities: Changing systems to make personal transformation possible

# *R2 Resilience Expert Training*

## *Module 1: Introduction ‘Diagnosing’ Resilience*

**Michael Ungar, Ph.D.**

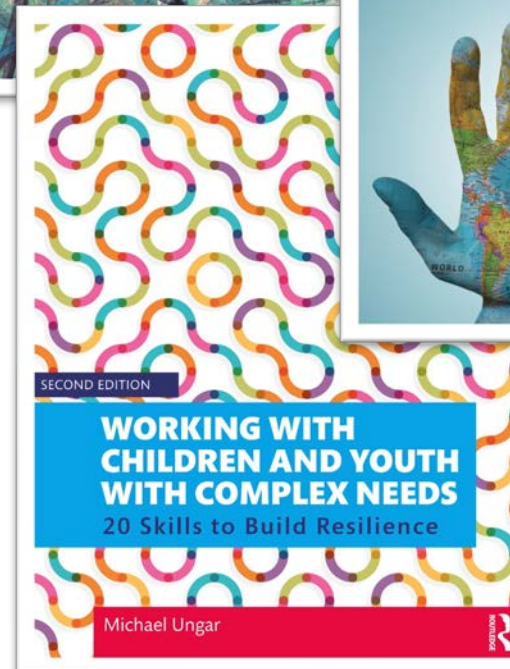
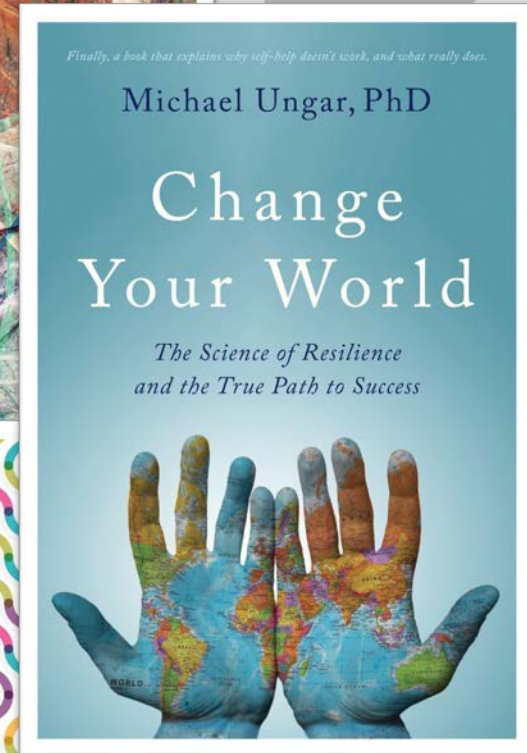
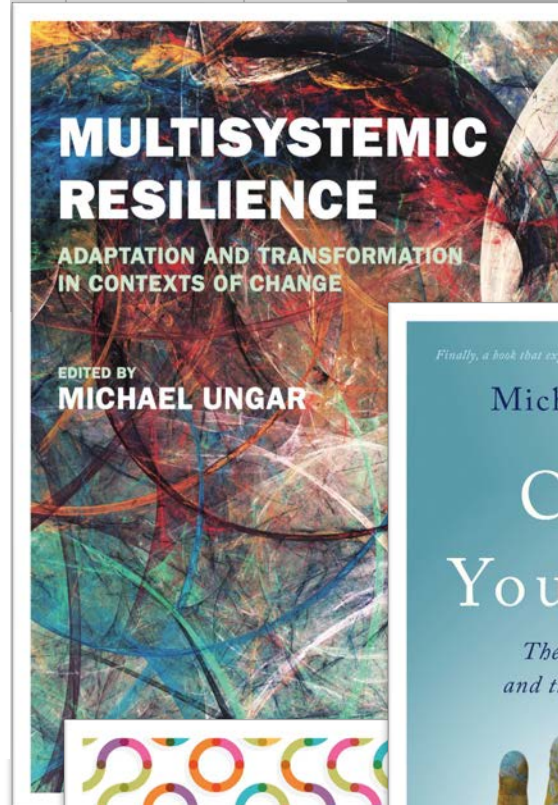
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# *Diagnostic Criteria for Resilience*

- 🌀 Domain 1: Assess adversity
  - ▣ Severity
  - ▣ Chronicity
  - ▣ Ecological level
  - ▣ Attributions of causality
  - ▣ Cultural and contextual relevance

Ungar, M. (2015). Practitioner Review: Diagnosing childhood resilience: A systemic approach to the diagnosis of adaptation in adverse social ecologies. *Journal of Child Psychology and Psychiatry*, 56(1), 4-17.

# *Diagnostic Criteria for Resilience*

## Domain 2: Assess resilience

-  In **low** risk contexts, assess individual qualities—temperament, personality, cognitions
-  When risk exposure is low, these personal qualities account for more of an individual's well-being

# *Diagnostic Criteria for Resilience*

## 📍 Domain 2: Assess resilience

📍 In **high** risk contexts, we need to also assess

- Availability of resources
- Accessibility of resources
- How resources are used strategically (making the most of what one has)
- Positive reinforcement for one's adaptive strategies
- Capacity of the environment to facilitate resilience processes



# *Diagnostic Criteria for Resilience*

## Domain 3: Multidimensional considerations

### Temporal

- Socio-historical
- Developmental

### Cultural



Ungar, M. (2019). Designing resilience research: Using multiple methods to investigate risk exposure, promotive and protective factors and processes, and contextually relevant outcomes. *Child Abuse & Neglect*. Doi: <https://doi.org/10.1016/j.chiabu.2019.104098> (open access)

# *R2 Resilience Expert Training*

## *Session 1.1*

# *Protective Factors and Processes*

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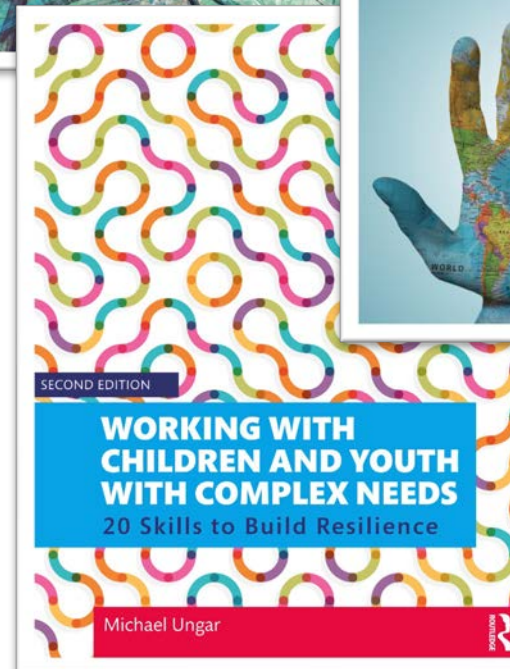
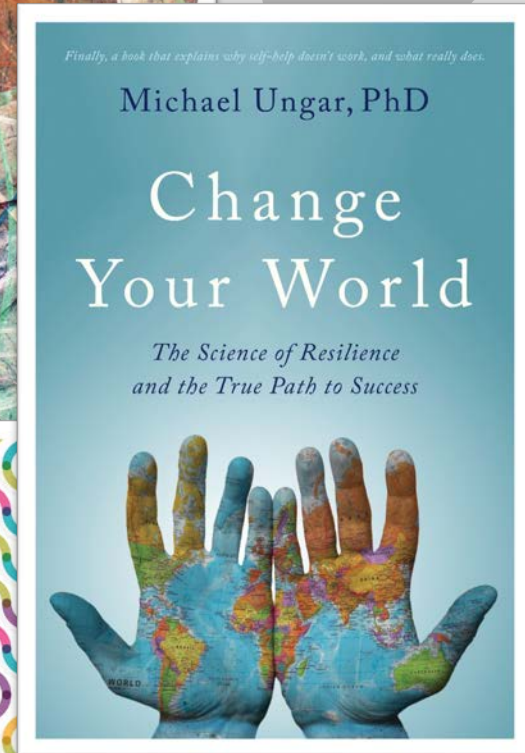
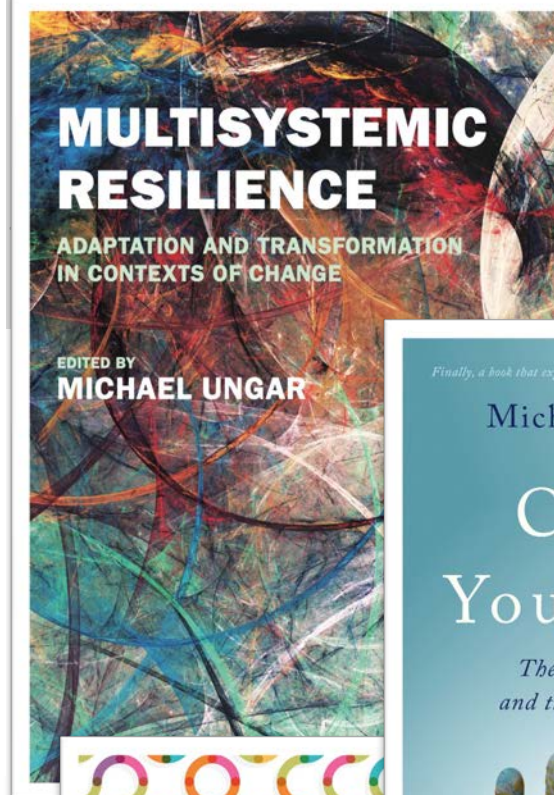
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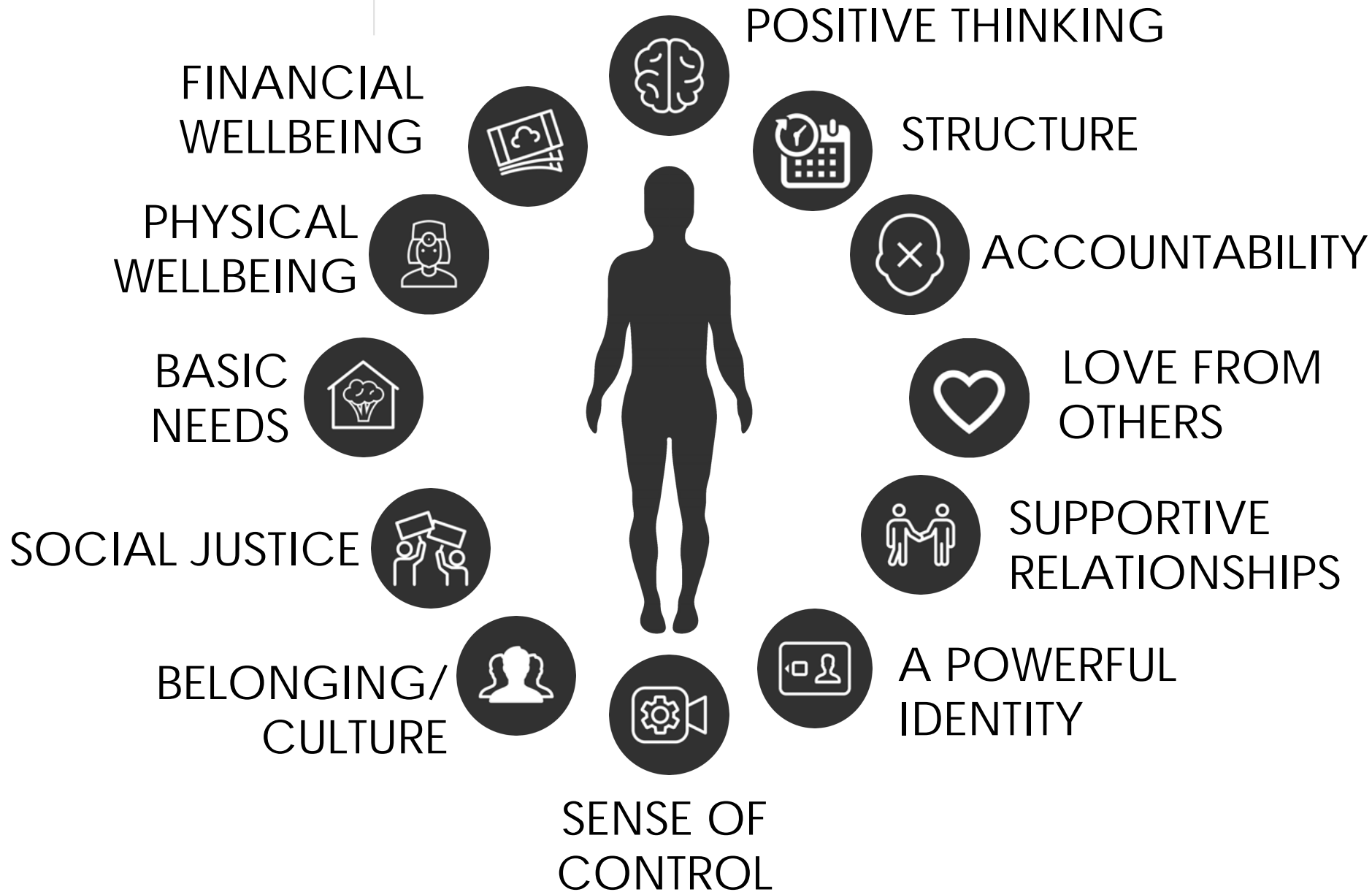
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# *Exercise: Assessing my resilience resources*

## ✚ Structure:

▣ "There are people in my life who expect me to \_\_\_\_\_."

## ✚ Accountability:

▣ "When I don't meet expectations, I know that \_\_\_\_\_ will happen."

## ✚ Intimate relationships:

▣ "I can reach out to my \_\_\_\_\_ to get help when I need it."

## Other relationships:

- “When bad things happen in my life, there are people like \_\_\_\_\_ who will support me as best they can.

## Identity:

- “I feel respected for what is special about me when I’m with/at/doing \_\_\_\_\_.”

## Power and control:

- “In my \_\_\_\_\_ I get to participate in making decisions that affect my \_\_\_\_\_.”

## 🌀 Belonging, culture:

- "At my \_\_\_\_\_ people miss me when I'm not there."
- "There are places such as \_\_\_\_\_ where I can celebrate my culture and beliefs."

## 🌀 Rights and Responsibilities:

- "When I'm with others at my \_\_\_\_\_ I feel treated fairly."
- "When I'm with \_\_\_\_\_ I am responsible for myself/others."

## 🌀 Basic needs:

- ▣ "I am well-cared for by \_\_\_\_\_."
- ▣ "I feel safe when I'm with/at \_\_\_\_\_."

## 🌀 Physical wellbeing

- ▣ "Physically, I'm able to \_\_\_\_\_  
when I want to."



## 🌀 Financial wellbeing

- ▣ "Financially, I'm able to \_\_\_\_\_  
when I want to."





## Positive thinking

-  “When bad things happen in my life, I say to myself ‘\_\_\_\_\_’ and I feel better.”
-  “I know I’m not to blame when \_\_\_\_\_ happens.”

# *Exercise*

- ✿ Please introduce yourself to others in your small group
- ✿ How many of these resilience resources do you have?
- ✿ What other resources (internal or external) do you think build resilience?

# *R2 Resilience Expert Training*

## *Session 1.2*

# *The Many Paths to Resilience*

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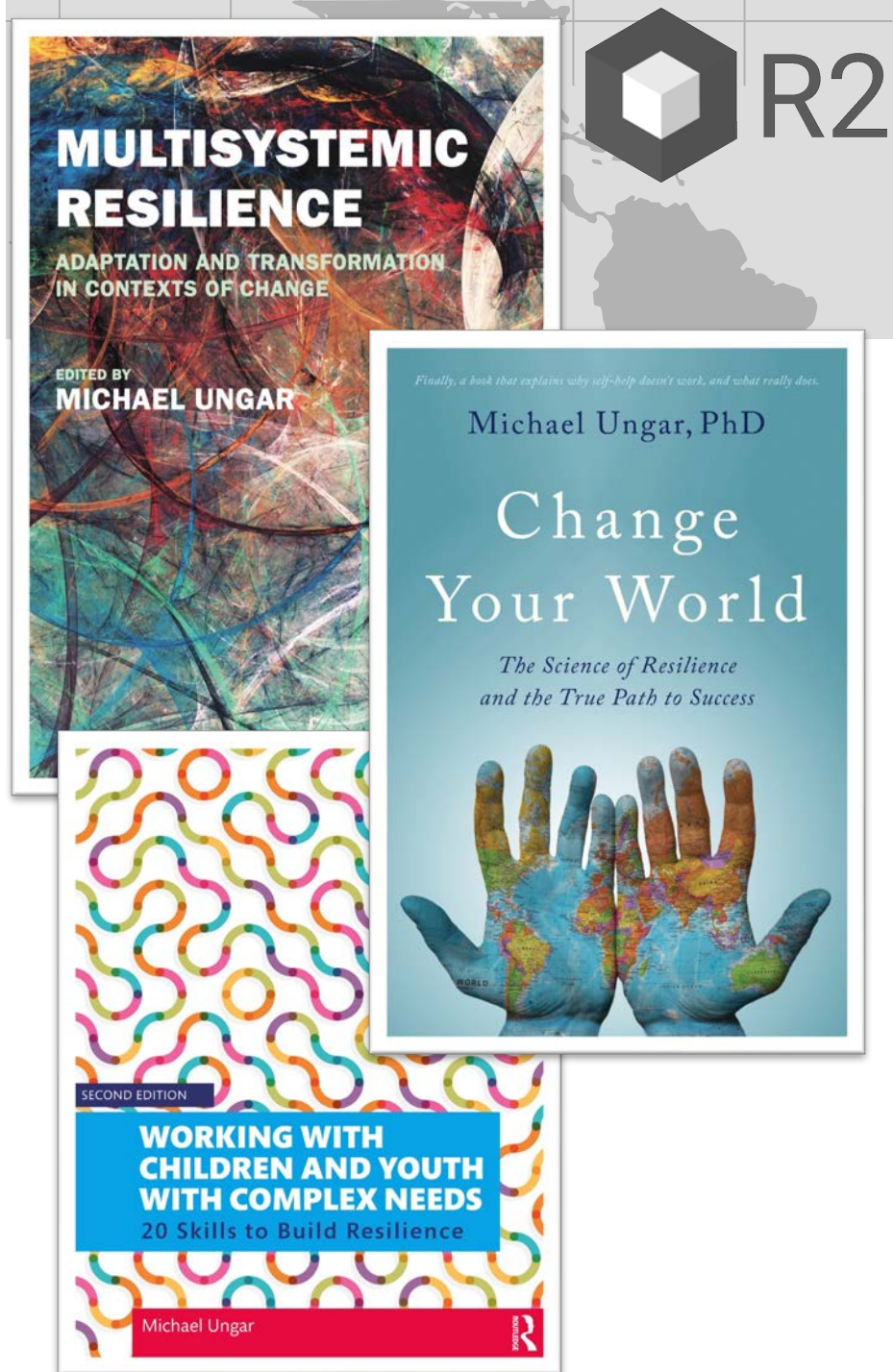
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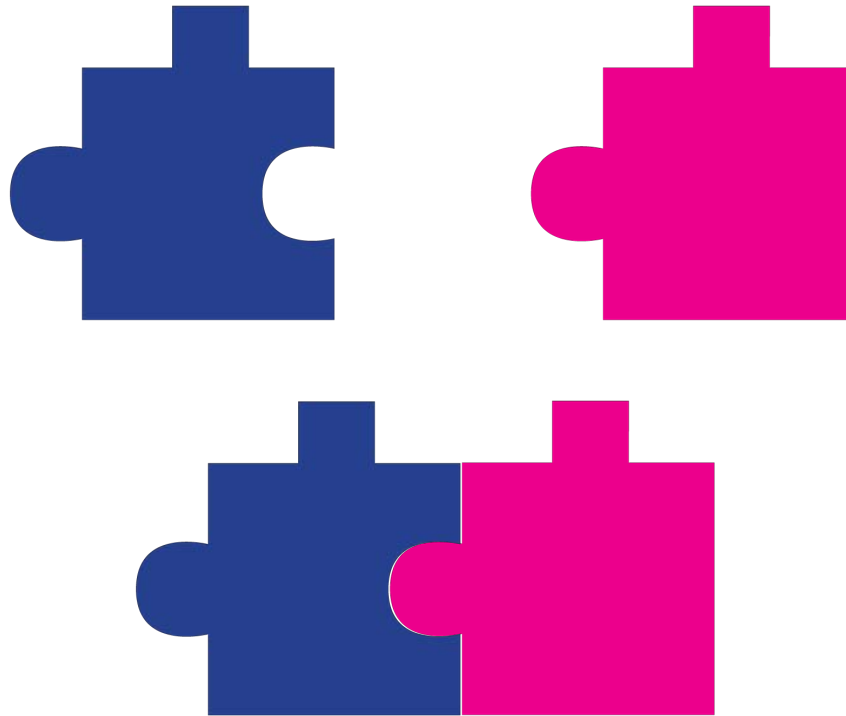
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# Model 1:

## Resilience as predictable fit between strengths and opportunities



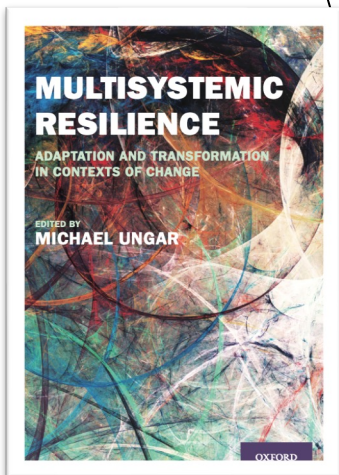
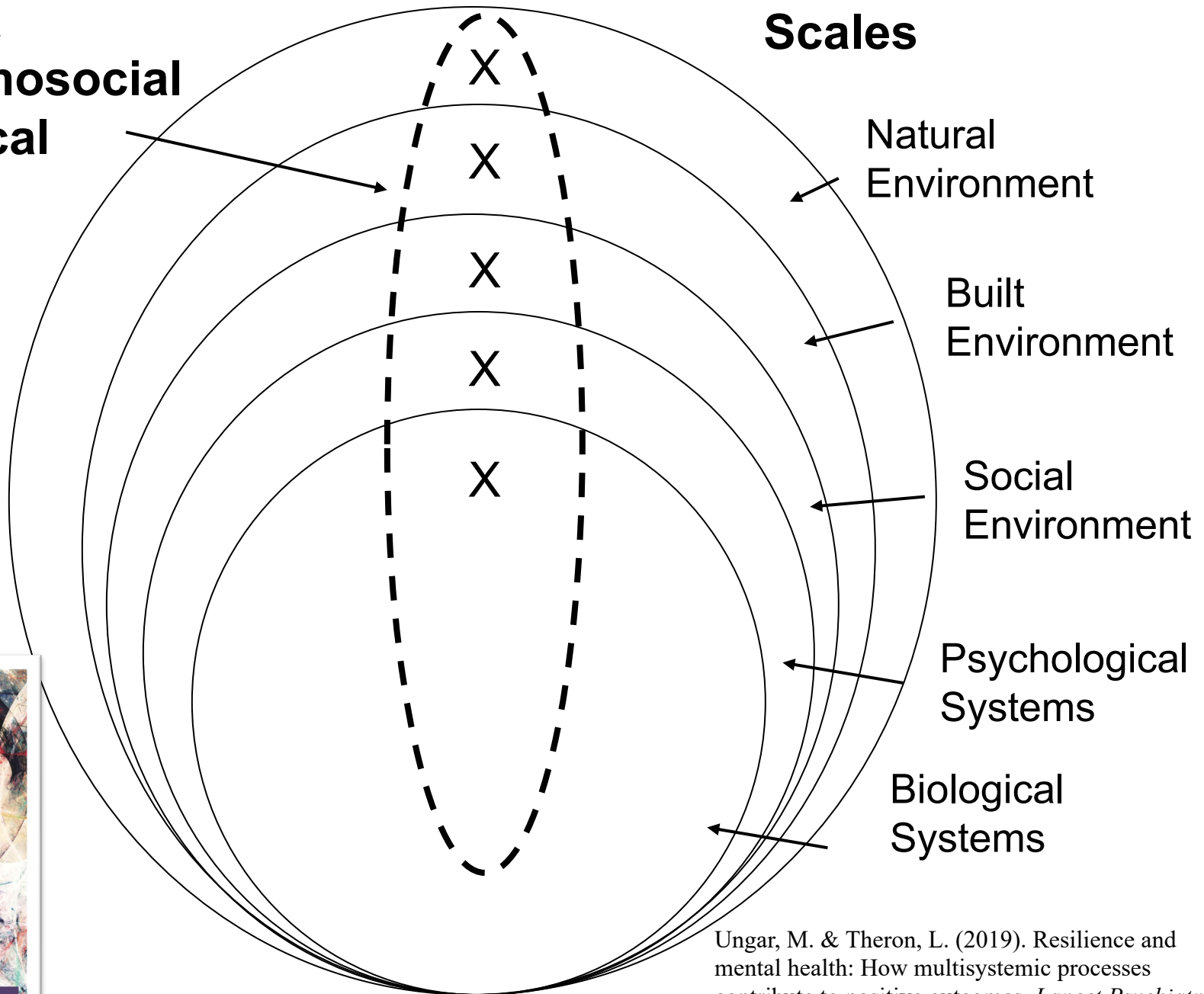
## Model 2:

Resilience as response to context and opportunities



# Complex Biopsychosocial -ecological System

## Scales



Ungar, M. & Theron, L. (2019). Resilience and mental health: How multisystemic processes contribute to positive outcomes. *Lancet Psychiatry*.



# *R2 Resilience Expert Training*

## *Session 1.3*

# *Cultural Differences and Resilience*

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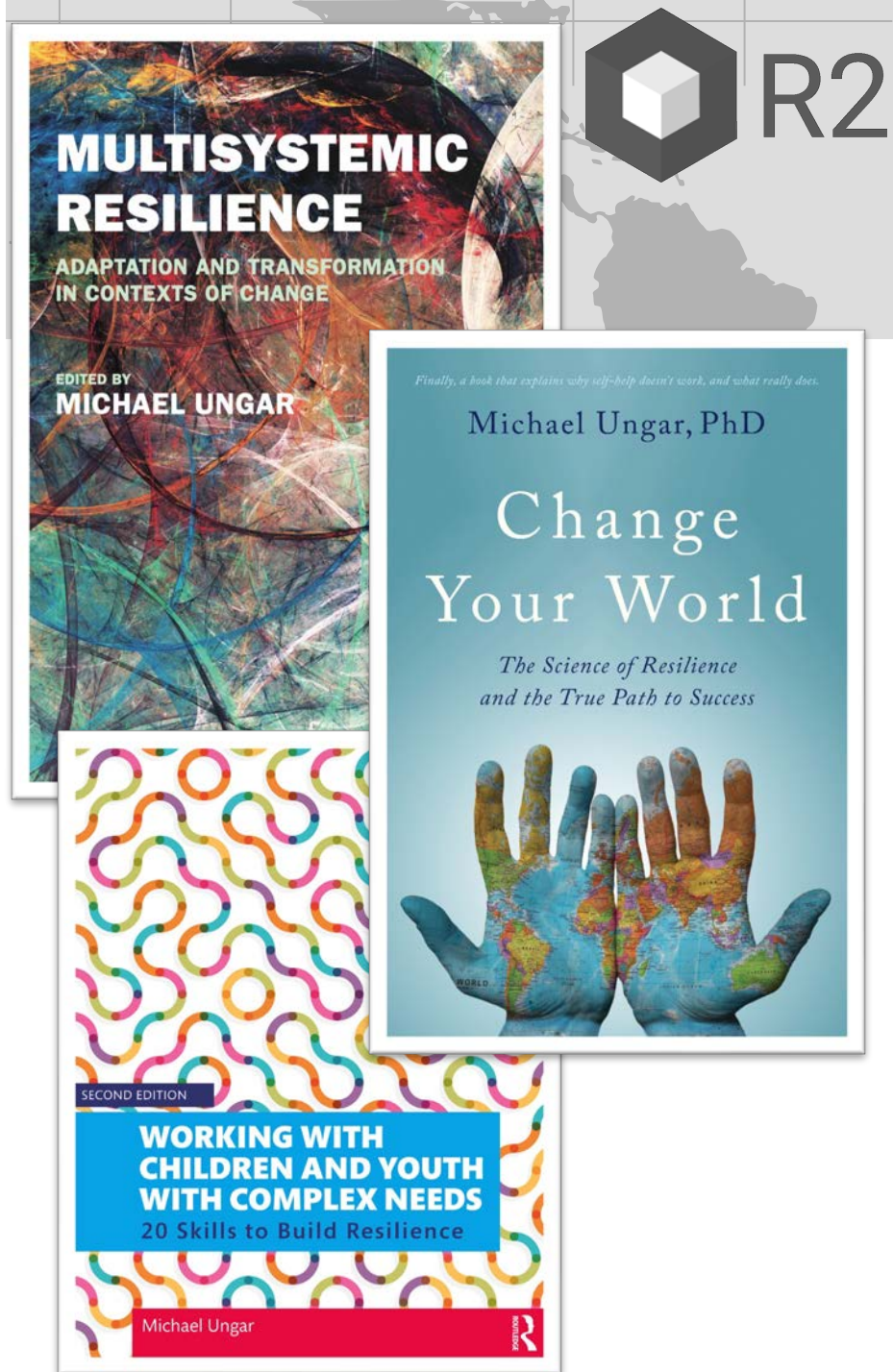
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# *What is culture?*

- ✚ Culture is our everyday practices, values and beliefs, often given to us by our elders and reinforced through social institutions.
- ✚ We are all products of our culture, and agents of change which are constantly changing our culture.



Photos are Provided by  
Mr. Haruki Funada, former  
Yamada-Town Officer and  
Coordinator of Yamada Zonta  
House



Yamada-Town is located the east from Morioka, takes two and a half hours by car (five hours from Tokyo), population of 19,000.





Despite a seawall of 6.6m in height, the tsunami still destroyed the town



















# *Exercise: The Adult Resilience Measure (ARM)*

- ✚ Please complete the ARM
- ✚ What do your answers tell you about your ability to cope with unusual amounts of stress?



# *R2 Resilience Expert Training*

## *Session 1.4*

# *The Therapist as Fairy Godparent*

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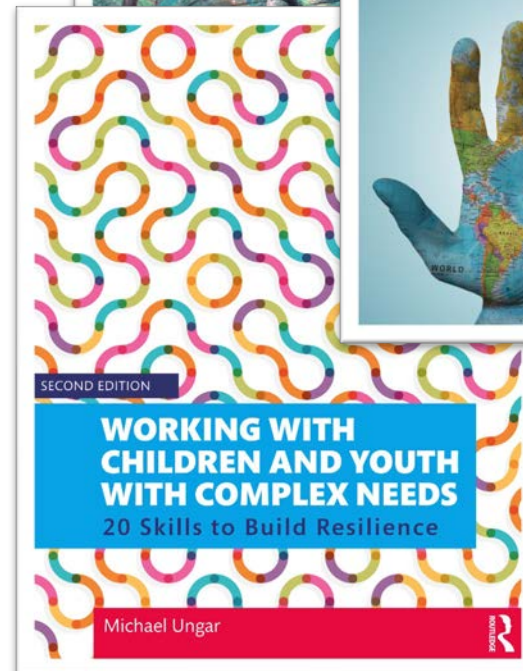
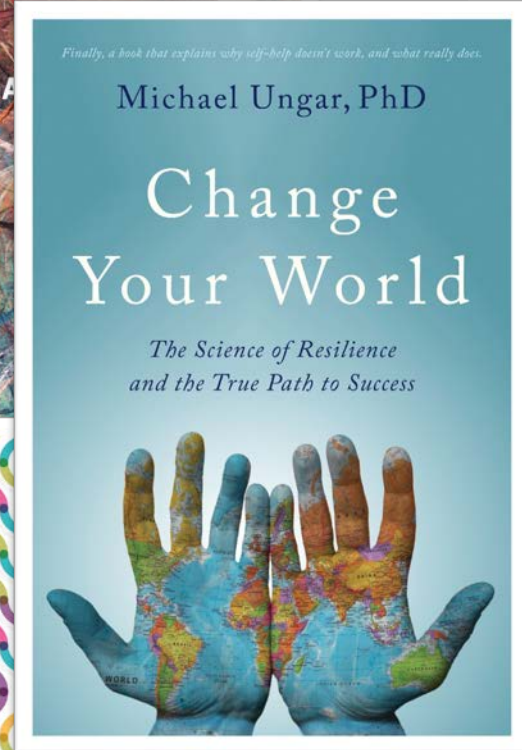
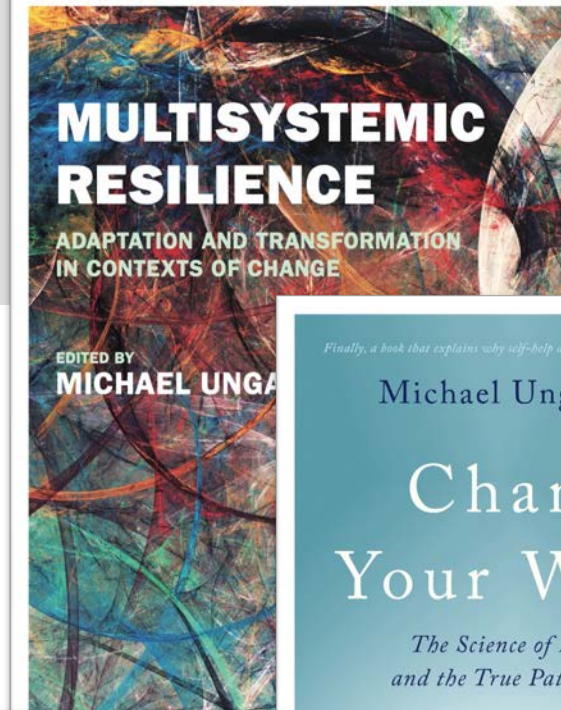
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