



## Resilience Quiz

Consider the following statements, respond to each quickly, capturing your first thought:

- Strongly Disagree with the statement = 1
- Disagree with the statement = 2
- Neither Agree or, Disagree = 3
- Agree = 4
- Strongly Agree = 5

- \_\_\_ When trying something new, I'm sure to be successful.
- \_\_\_ When I fail once, I learn and adjust my approach for the next time.
- \_\_\_ When the unplanned occurs, it has no impact on my self-confidence.
- \_\_\_ I'm never hesitant to speak with faculty/peers when there are issues at school.
- \_\_\_ When I'm challenged with something difficult, I don't lose sight of my goals and confidence.
- \_\_\_ I have times when I waver in terms of academic commitment.
- \_\_\_ I have a stress management plan, and I exercise it when I need to.
- \_\_\_ I can easily ask people for help.
- \_\_\_ I feel generally positive about the future.
- \_\_\_ I don't stress about issues I have no control over.
- \_\_\_ I don't feel weak when asking for help.
- \_\_\_ I have clear goals and I follow through.

### Scoring

**Add all numbers...**

**48 – 60** You're a resilience champ!

**35 – 47** – You've got gumption, but there's still room for improvement...

**12 – 34** – You need to work on your resilience; it could have negative impact on your work, life and emotional well-being, but don't despair – resilience is a learned trait!



## **Student Setback Immunity Checklist**

Setbacks are a normal part of life, and certainly of academic life. The way we meet the challenge of each setback sets the tone of our self-efficacy and resilience throughout life.

Setbacks are an integral part of our learning experience.

Here is a helpful checklist that will assist when you are faced with a setback:

- I keep a Resilience Journal and record setbacks, my reactions, and my “move forward” strategies.
- I take time to record (in writing) my specific stressors, their triggers, and my reactions to them – I do this over the period of a week and critically analyze for ways to improve my management of them.
- I value positive relationships with faculty and staff, friends and family, and I connect to them during periods of stress and setback for authentic feedback and support.
- I manage my physical and emotional well-being. I get plenty of rest, eat nutritionally, avoid substances, and take care of my personal hygiene.
- I have things, outside of school, that I do just for pleasure, hobbies, music, sports, the arts, fitness, etc.
- I remember that “this too shall pass” and I “take lemons and make lemonade.”