INTRODUCTION

When thinking about resilience, two concepts are usually the first that come to mind. Initially, adversity seems to go hand in hand with resilience, while the latter is a person's ability to adapt positively to hardship. (Fletcher and Sarkar, 2013) Currently, studies are focused on trauma-inducing situations that may create PTSD, or the resilience needed when fighting illnesses such as cancer. There is not much information available about how resilience can play a major role in our everyday lives. This study aims to analyze how people can cope with stressors that are common constructs. Compared to a plethora of research investigating the risk, or adverse factors of resilience, such as PTSD (Thompson, et al., 2011), critical illness and death (Gerhart, et al., 2016), or poverty in adolescent populations (Frazier, et al., 2014), the studies focusing on protective factors of resilience only recently surfaced (Richardson, 2002), and do not necessarily explore resilient responses to daily stressors. (Richardson, 2002), and do not necessarily explore resilient responses to daily stressors. The notion of resilience works with the idea of self-efficacy. Self-efficacy plays a grand role within the study of resilience because of one's self-perspective on dealing with unexpected and/or adverse situations. An individual showing higher self-efficacy is more likely to persevere than one lacking strength in this trait (Martinez-Marti & Ruch, 2017). Understanding what traits are needed to increase the self-efficacy of people may be an important step in sharing the idea of resilience. Self-efficacy highly relates to a person's own perception of their capabilities. A recent study measured the association between self-efficacy and resilience in an academic nature (Cassidy, S., 2015). Over 400 undergraduates were asked to read a vignette describing an adverse event within the nature of vicarious or personal adversity in an academic setting. Self-efficacy was correlated with and seen as a predictor of resilience (Cassidy, S., 2015). Students showed greater resilience in terms of vicarious adversity in comparison to personal adversity. The researchers of the present study are looking to measure real-life resilience in relation to adversity from an authority figure.

BACKGROUND

- For this study, resilience is defined as an individual’s neuropsychological homeostasis response that fluctuates within a social context, and can be influenced by adverse life events and adaptive-protective factors. Compared to a plethora of research investigating the risk, or adverse factors of resilience, such as PTSD (Thompson, et al., 2011), critical illness and death (Gerhart, et al., 2016), or poverty in adolescent populations (Frazier, et al., 2014), the studies focusing on protective factors of resilience only recently surfaced (Richardson, 2002), and do not necessarily explore resilient responses to daily stressors. (Richardson, 2002), and do not necessarily explore resilient responses to daily stressors. When an authority figure is the cause of an adverse situation, students must rely on social support or the effectiveness within themselves to persevere. If experiences within a school can bolster resilience, the educational settings become a key role in shaping students' lives. The purpose of this study is to observe if priming an individual with self-efficacy cues, and completing a task with or without social support will change one's ability to be resilient.

HYPOTHESES

1) Our research team hypothesized that resilience influenced by increased self-efficacy may create resilient responses regardless of the adverse situation encountered.
2) Providing social support may increase resilient responses.

QUESTIONS

1) What factors influence individuals in developing tactics that lessen or eliminate stress?
2) What helps increase one's ability to positively adapt to adversity?
3) Does priming an individual with self-efficacy cues change one's ability to be resilient?
4) Does providing social support during a difficult experience influence one's resilience?

METHODOLOGY

- Design: The general design of this research study is a 2x3 factorial model. Participants will be subjected to a mock interview that will take approximately fifteen minutes. One variation will have the participant complete a three item Self-Efficacy Priming handout that requires them to remember and write down three extremely stressful experiences that they have overcome, and the participants will be given a five minute time limit (Primcing Resilien). The second variation of the beginning of the interview will have the participant complete an innocuous (3 breakfast choices) handout prior to the mock interview.
- Next, they will encounter a confederate interviewer, exiting the interview, expressing frustration towards the interviewer. The first variation will have one male interviewer expressing frustration towards the interviewer confederate about their test results. The second variation will be of one female interviewer. This will allow the researchers to see if there are any variations in responses to sex.
- During the interview, the participant will be encouraged to complete the Tower of London task which will be modified to be impossible. Participants will be given a total of five minutes to try and complete the task. The interviewer will deliver the three variations of support once every minute:
  - The three different versions of the scripts:
    - Affirming, in which the interviewer will be supportive of the participant.
    - Non-Affirming, which will have the interviewer be non-supportive.
    - Neutral to the performance of the participant during their Tower of London task.
- Materials: Once the Tower of London task has been tried, the interviewer will then provide the participant questions derived from the Connor Davidson Resilience Scale (CD-RS) and a demographics questionnaire. Upon completing the Self-Efficacy Priming or innocuous handout, Tower of London, CD-RS, and questionnaire, subject participation will be completed.
- Deception: Minimal deception is used in this research. Participants are being recruited for research in interviewing techniques, while all the while they are being assessed for their capacity to be resilient in an adverse situation. As soon as the data collection is completed and before the participants leave, they will be fully debriefed on the actual nature of the study.

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