RESUPERES SUBJECT

"PRINCIPLES OF RESILIENCE IN THE CLASSROOM:

FROM RESILIENCE THEORY TO PRACTICE"

INTERVENTION PROPOSAL FOR THE RESILIENCE
DEVELOPMENT IN HIGHER EDUCATION.
OVERCOMING ADVERSITIES

2

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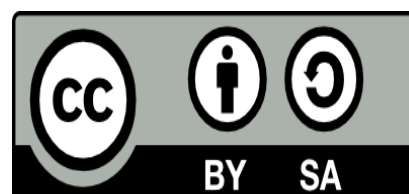
TECHNICAL SHEET

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TABLE OF CONTENTS

TABLE OF CONTENTS

TABLE OF TABLES

TABLE OF FIGURES

INTRODUCTION

INTRODUCTION

RESUPERES course, course material designed to develop resilience in university students that focuses on providing students with tools and strategies to tackle challenges, adapt to change and conserve emotional and mental wellbeing throughout their academic and personal life. Students face diverse challenging situations such as academic pressure, adaptation to a new setting, making important decisions and, often, having to combine personal and professional responsibilities.

This course is based on a theoretical-practical approach which combines psychological principles of resilience with workshops and practical activities for its development. Students will explore key concepts such as emotional intelligence, self-compassion, stress management and problem solving. Through reflective exercises, group dynamics, case studies and construction of a personal resilience plan, participants will be able to integrate these skills into their daily and academic lives.

The main aim is, not only to prepare students to overcome the challenges that may arise during their university life but, also, equip them with skills that will be of use to them throughout their professional and personal life. Resilience, understood as the capacity to adapt and recover when faced with adversity, represents an essential tool for thriving in this changing world in which we live.

This course is targeted towards all university students who wish to strengthen their capacity to adapt to and tackle challenges in a more effective way by taking a proactive and positive approach towards challenges. Get ready to uncover the power of resilience and the way in which it can transform both your university experience and your life!

Figure 1. RESUPERES Team in the Pilot study in Faro (Portugal).

Block 1.

THEORETICAL CONCEPTS OF RESILIENCE

TOPIC 1

Understanding Resilience in the context of higher education

SUMMARY TOPIC 1

Block 1. THEORETICAL CONCEPTS OF RESILIENCE

Topic 1. Understanding resilience in the context of higher education

1.1 Defining resilience

1.2 Components of resilience

1.3 Components of resilience in HE for future professionals (RESUPERES project)

1.4. Activation of components of resilience

1.5. Protective and risk factors pertaining to resilience

1.5.1. Protective factors

1.5.2. Risk factors

1.6. Characteristics of resilience

1.6.1. Characteristics of a resilient person

1.6.2. Characteristics of a resilient professional

1.7. Importance of building resilience in higher education

1.8. Intervention programs for the promotion of resilience in higher education

1.9. Resilience assessment

Figure 2. RESUPERES Team in the Pilot Study in Belgrade (Serbia)

Block 1. THEORETICAL CONCEPTS OF RESILIENCE

Topic 1. UNDERSTANDING RESILIENCE IN THE CONTEXT OF HIGHER EDUCATION

In the 21st century, universities should be spaces committed to equity, justice, solidarity and adaptation to social change. Inclusive pedagogy that caters to student diversity is crucial for promoting adequate conditions for learning and tackling educational inequality, especially in contexts altered by the pandemic.

Teacher training is needed that promotes technological and psychosocial skills and resilience as a means of equipping teachers to instil inclusive and sustainable environments. Further, they must be able to face the challenges posed by digitalisation and gaps in access to technological tools, which especially affect vulnerable students. In addition, the international educational community has conceived international initiatives, such as the European Disability Strategy and Agenda 2030, which encourage universities to ensure access, maintenance and success in vulnerable students, consolidating their role as key players in the construction of a resilient and fair society.

This underlines the importance of educating about resilience to equip both students and teachers to overcome adversity and establish coherent life projects. The university, as an inclusive and sustainable institution, is called on to provide creative and innovative responses that are adapted to meet global challenges, including the pandemic, inequality and other phenomena that bring about uncertainty.

Figure 3. RESUPERES Team in the Pilot Study in Granada (Spain).

13

1.1. Defining Resilience

According to Sousa, resilience is a power that is present within each and every one of us, although it is determined differentially according to the stage of psychological development, life course and environmental conditions (Sousa et al., 2021). It is understood as the process through which human beings develop the ability to respond positively to the adverse situations that arise throughout the course of their life (Sousa, 2024). This concept has been applied to diverse ambits such as psychology, education and sociology.

According to **Boris Cyrulnik (2010**), resilience is *"the ability of a person or group to develop well, to continue projecting themselves into the future despite destabilising events, difficult living conditions and serious trauma"*. Cyrulnik emphasises that resilience is not innate but, instead, is a dynamic process that depends on individual (such as personality), social (such as emotional support) and cultural factors. This author also highlighted that this ability is constructed over time, particularly through meaningful relationships and experiences that help trauma to be reinterpreted and that it can be trained.

Another widely accepted definition comes from **Edith Grotberg (1995)** who argues that resilience is "the human ability to tackle, overcome and even bounce back stronger or transformed by experiences of adversity".

Grotberg (2006) conceived categories for examining resilience which were then used to shape practices to help individuals takes care of themselves. Resilience has been described as dynamic, as illustrated by Grotberg (2006) when they explained that situations of adversity are not static, they change and require changes in resilient behaviours. In support of the dynamic notion of resilience, this author outlines the interaction of factors belonging to three levels of resilience: social support (I have), abilities (I can) and inner strength (I am). These factors interact amongst themselves and establish a dynamic relationship over the pre-professional and professional life course.

Many other interesting definitions have also been provided by other authors, including the following:

- **Michael Rutter (1996):** "Resilience is a psychological phenomenon that refers to individual differences in the response to adversity, demonstrating a positive adaptation despite exposure to significant risk".

- **Walsh (1998):** "Resilience is the ability of individuals or family units to resist and recover from crisis, strengthening their bonds and boosting their personal and collective development".

- **Luthar, Cicchetti, and Becker (2000):** "Resilience is a dynamic process that entails a positive adaptation in the context of significant adversity".

- **Reivich and Shatté (2002):** "Resilience is the capacity to face challenges, overcome difficulties and find a path that enables learning and growth following adverse experiences".

- **Henderson and Milstein (2003):** "Resilience is a set of social and intra-psychic processes that enable individuals to have a healthy life in an unhealthy medium".

All of these definitions, although the approach taken by the author varies (psychological, social, educational, etc.), essentially agree that resilience implies *"the capacity to overcome adversities and transform them into opportunities for growth"*. Turning attention to education, resilience implies the development of skills and abilities to manage these adversities or transform them into opportunities for growth.

Thus, from the perspective of higher education, it is fundamental to highlight the duty of university teachers and, therefore, equip them with the tools and knowledge that will support them to undertake the topics that will enable students to tackle issues from a critical and positive standpoint in order to overcome any type of adversity. This requires resilience and complementary measures to be placed firmly in the classroom.

The first steps towards the development of resilience are to mitigate risk and include:

   - Establishing social bonds,
   - Setting out clear boundaries,
   - Teaching life skills.

The above contribute to the construction of resilience through lending emotional support, relaying high expectations and providing spaces that allow meaningful engagement, without ignoring the student's cultural, social, personal and group context.

Thus, one way to exercise student and teacher reinforcement through resilience processes is to commit to the development of resilient behaviour, with positive attitudes towards the reality experienced by both teachers and students, which help construct a horizon of emotional, social and motivational wellbeing, in addition to the capacity to overcome potential adversity.

It also serves to highlight that, according to Onsès-Segarra et al. (2020), resilience is a process that can be promoted over the entire life course. It is not a strictly personal attribute, given that it is associated with individual characteristics (linked with development and human growth), as well as social characteristics. In other words, resilience evolves throughout the lifetime meaning that it is not a definitive state because it can never be final or complete.

Education around resilience, therefore, constitutes a fundamental area of knowledge that allows the implementation and consolidation of capacities that are intrinsic to human beings (Sousa, 2016). This contributes to being able to overcome the challenges inherent to the educational context, which are often defined by uncertainty (Cepero, 2023; Sousa, 2024).

Figure 4. Dynamic group session for the RESUPERES pilot study in Spain.

1.2. Components Of Resilience

Resilience is a highly broad construct which comprises many elements or factors that contribute towards this ability to overcome adversity and positively adapt. Many authors vary in their approach towards the evaluation of resilience. The next section will introduce the most representative conceptions.

Resilience is developed through a process that entails personal and contextual factors or variables that interact between themselves. As outlined by Carretero and Cervelló (2019), personal characteristics interact with the contextual variables in which they emerge and reaffirm the dynamic and complex nature of resilience, given that no single or stable resilient identity exists, with an ever changing structure instead being formed out of the convergence of personal and contextual variables.

Work conducted by Cyrulnik (2002, 2015; Cyrulnik et al., 2004) reflects the importance of resilience in human beings. Resilience breeds hope, helping individuals to tackle four-dimensional situations, many of which are charged with great adversity. Similarly, this author, alongside many others, distinguishes between test and trauma in terms of the attitude adopted by individuals towards given situations. In this sense, they indicate that certain psychological factors exist which will reduce the impact of stress on individual wellbeing, mentioning aspects such as the feeling of being in control, ability to foresee events, perception that things are getting better, presence of outlets for frustration and existence of social support networks, amongst others.

Merino and Privado (2015) embed resilience within a series of psychological components or resources, as can be seen in the Figure 5.

Figure 5. Components that comprise resilience (Merino & Privado, 2015).
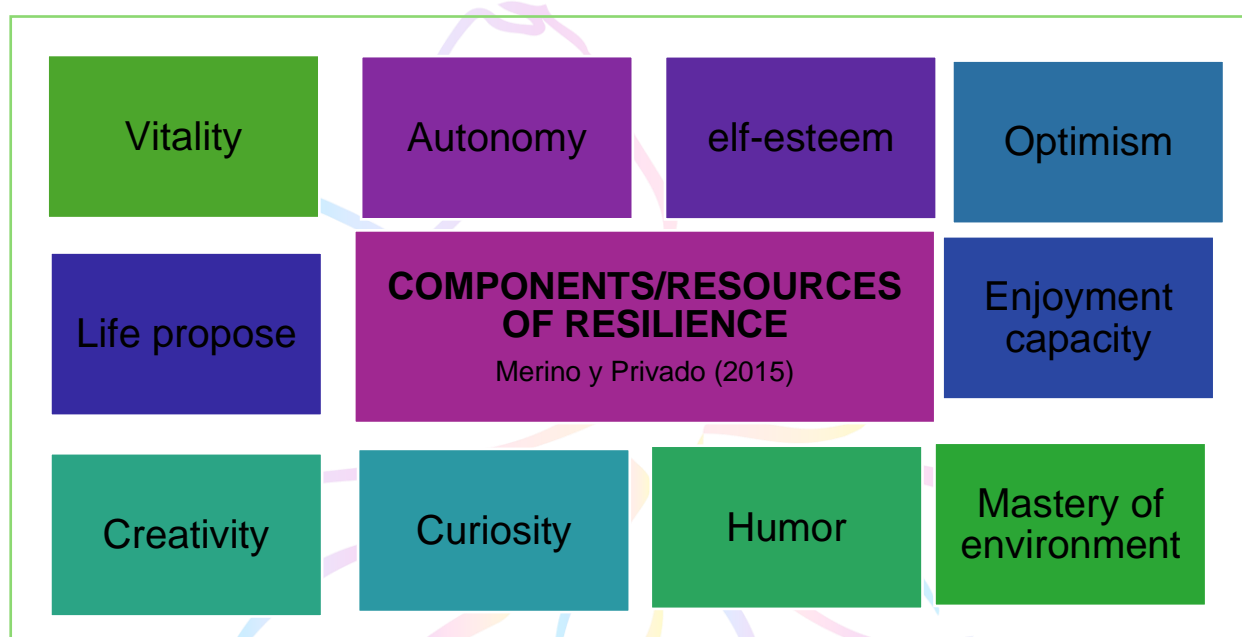
Hobfoll (2002) supports the idea that these "psychological resources" should be defined as personality characteristics inherent to the individual and that they:

1. Are valuable in and of themselves because they are associated with favourable outcomes for the individual.
2. Allow better adaptation to the environment and to change, promoting individual progress towards the achievement of personal goals and relational needs.
3. Adaptable to the environment, can be learned and are stable.

17

Edith Grotberg (1999) offers a definition that focuses on three key factors that are known to be sources of resilience:

1. **I have:** External support resources, such as family ties, friends, community.
2. **I am:** Personal strengths, such as self-esteem, confidence and motivation.
3. **I can:** Social skills and problem solving.

Michael Rutter (1987) bases their consideration of components on the interaction between risk and protective factors:

1. **Internal protective factors:**
   o Autonomy.
   o Self-efficacy.
   o Coping skills.
2. **External protective factors:**
   o Social support.
   o Positive affective relationships.
   o Stability in one's environment.

Reivich and Shatté (2002) identify seven essential components for building resilience:

1. **Emotional regulation:** Managing negative emotions in order to remain calm.
2. **Impulse control:** Making reflective and well-considered decisions.
3. **Optimism:** Believing that problems can be overcome.
4. **Causal analysis:** Identifying the root causes of a problem.
5. **Empathy:** Understanding and relating with the emotions of others.
6. **Self-efficacy:** Believing in the capacity to influence outcomes.
7. **Goal achievement:** Setting and achieving realistic goals.

Walsh (1998) focuses their consideration on family resilience and identifies three core domains:

1. **Belief systems:**
   o Meaning of adversity.
   o Optimism and hope.
   o Spirituality.
2. **Organisational processes:**

- o   Family bonds.
- o   Flexibility and adaptability.
- o   Use of external resources.

3. **Communication processes:**
    - o   Clarity in communication.
    - o   Emotional expression.
    - o   Collaborative problem solving.

The classification conceived by Henderson and Milstein (2003) proposes six pillars that strengthen resilience, especially in the educational setting:

1. **Establishing affective links:** Creating positive relationships with significant others.
2. **Establishing clear boundaries:** Norms and rules to guide behaviour.
3. **Promoting self-esteem:** Boosting confidence in one's abilities.
4. **Teaching life skills:** Developing skills such as emotional management and decision making.
5. **Providing opportunities for participation:** Encouraging decision making and responsibility.
6. **Outlining high expectations:** Trusting in the abilities of individuals.

The father of resilience and neuro-psychiatrist, Cyrulnik (2002), established a classification based on building resilience in traumatic contexts:

1. **Affective ties:** Solid relationships with supportive individuals.
2. **Narrative capacity:** Restructuring and making sense of trauma through language and interpretation.
3. **Cultural factors:** Use of cultural values, traditions and contexts as resources.

Luthar et al. (2000) classified resilience in terms of a dynamic process comprised of two principal components:

1. **Risk:** Adverse factors that threaten development (poverty, violence, etc.).
2. **Positive adaptation:** Coping strategies that enable risk to be overcome.

These classifications reflect the diverse perspectives from which resilience has been examined, highlighting, as discussed at the beginning of this chapter, both individual and contextual factors, whilst offering a comprehensive framework through which to understand and construct it.

By way of concluding this chapter, the **pillars of resilience** are presented, as these are the components that most commonly emerge in the literature. These pillars encapsulate the most apparent characteristics in individuals who have exhibited resilience. The following provides only a brief overview of these pillars, given that Topic 2 will provide more in-depth information.

➢ **Relatedness Capacity - Interaction-Relationship:**

● This pillar refers to the capacity of individuals to establish intimate and satisfactory bonds with others and receive social support in order to be able to give themselves to others.

● Contact with significant others provides security, confidence and resources to overcome adversity (see Figure 6, Inclusive Dance Session, by the Linked Dance Company of Granada, in the RESUPERES Pilot Study Spain).

Figure 6. Linked up dance. Inclusive dance session during the RESUPERES pilot study in Spain.

➢ **Capacity to show Initiative:**

● The tendency to make demands of oneself and test oneself in increasingly demanding situations. The capacity to take charge of problems and exert control over them. Having clear goals, solid values and a life purpose that gives meaning even at difficult times.

● Boasts direction and motivation to overcome challenges.

➢ **Creativity:**

- The capacity to generate novel and adaptive ideas, strategies or solutions when faced with adverse or challenging situations, enabling obstacles to be overcome in a flexible and innovative way (see figure 6).

- A resource that supports the reframing of difficulties, finding alternatives and transforming crises into opportunities for personal and collective growth.

➢ **Sense of Humor/Optimism**

- Understood as the capacity to see the absurdity of problems and pains.

- Finding something funny in the tragedy itself. Humor enables us to maintain a stable attitude towards life and towards others, given that it enables us to see ourselves through a critical neutralised stream of conscience that is far removed from apocalyptic or dramatized notions. This helps us to accept our own limitations.

➢ **Morality/Personal Ideology**

- Understood as the ability to have a clear vision of personal values and beliefs, alongside a moral conscience, and integrate this into daily life. It encapsulates two fundamental variables, namely, the capacity to want the best for everybody else as much as for one self and the capacity to commit oneself through very specific values.

➢ **Independence/Autonomy**

- This pillar refers to the capacity to make decisions for oneself, establish boundaries in relation to a problematic setting, and maintaining physical and emotional distance from an issue without becoming isolated. It is tightly related with development of the reality principle (being able to judge a situation without being affected by what we want).

- In order to develop this ability, it is important to learn to trust in yourself and your decisions.

➢ **Introspection**

- Pillar born out of the ability to examine oneself internally, observe your surroundings and observe yourself at the same time, reflecting on oneself. Knowing your thoughts, emotions and actions.

21

➢ **Self-concept/Self-esteem**

- Can be defined as the image that individuals have of themselves and, although it is presented here as another pillar of resilience, it could also be understood as the product of all the other pillars. Self-esteem cannot be simplified as loving oneself but it should also include a consideration of respect and personal dignity.

- Involves recognition of personal strengths, weaknesses, emotions and capacities.

- Enables better management of adverse situations through knowing how to react and adapt oneself.

These pillars interact in a dynamic way, with the strengthening of one potentially having a positive impact on the others. Promotion of these elements is key for constructing robust resilience and effectively tackling adversity.

1.3. Components Of Resilience In The Training Of Professionals (RESUPERES Project)

The previous section examined the different components of resilience at a personal level, finishing with an introduction to the most commonly applied components. However, over the course of the RESUPERES project (2022-2025), following an intensive literature review to guide elaboration of the RESUPERES manual (2024), the interactive platform for resilience development and the RESUPERES app (2025) for improving resilience through the use of mobile devices, and following evaluation outcomes revealing improvements in resilience in university students and teaching staff (Cepero et al., 2025), this bank of components was further refined. It was concluded that certain components or constructs of resilience (represented in Figure 7) are more essential for university students and teachers to work on, as they have been shown to be more important to professional development at the university stage, partly due to the age of those involved.

Based on this, the constructs selected to be addressed in the RESUPERES project are:

o **Creativity**: Resilient individuals use their creative resources and imagination to throw themselves into new challenges. They see opportunities to shine in the most day-to-day things such as writing poetry and painting. This is considered to be one of qualities of resilient individuals that most makes them stand out given that they seek out opportunities that are not seen by anybody else (see Figure 8, Escape room made by Dr. Ana García for the RESUPERES Pilot Study Granada).

Figure 7. Constructs addressed in RESUPERES to develop resilience in higher education context (Cepero, 2025).
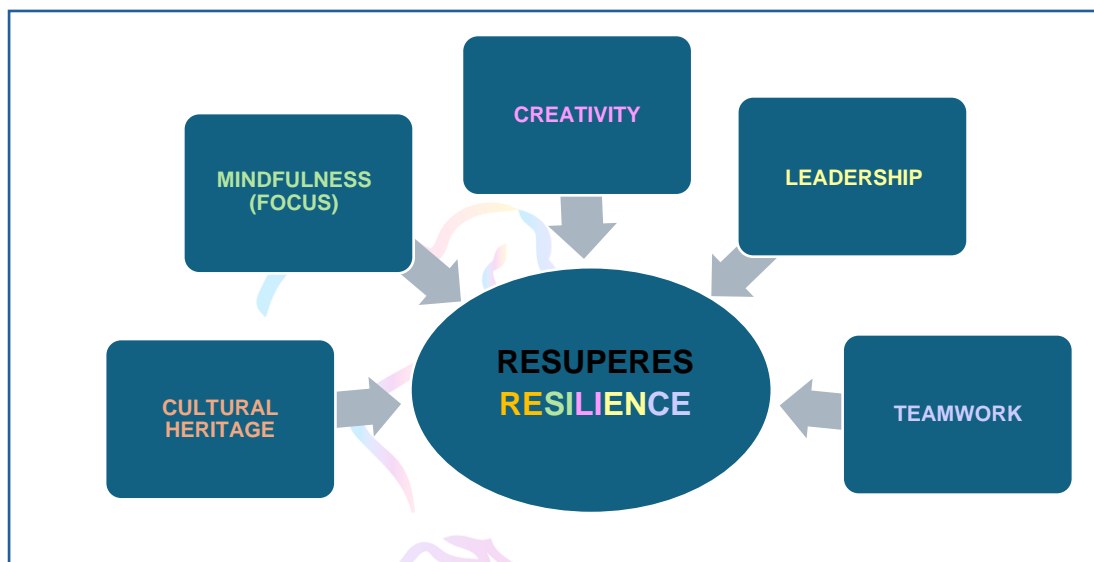
o **Teamwork**: Individuals with high resilience are not alone as they count on support from their peers and friends who help them to tackle challenges. The ability to work as part of a team is vital for personal and professional success. Working in a positive work, with healthy interpersonal relationships with colleagues who are willing to collaborate with each other to take on challenges is a resilient characteristic. Thus, improving resilience also promotes a sense of belonging and boosts the confidence and optimism of the team to overcome challenges.

o **Leadership**: Resilience is considered to be fundamental to leadership capacity, given that it involves constantly facing challenges and obstacles on the path towards success, helping the professional to overcome challenges and stay focused on their goals.

o **Mindfulness (Focus):** Resilient individuals practice meditation or mindfulness in order to fully train their attention on that which is happening around them, characterised by living in the present and experiencing it with all of its nuances.

o **Cultural heritage**: Cultural heritage plays a vital role in the makeup of contemporary society and the conservation of our rich history and traditions. Understanding our roots - what we were and where we are going - leads us towards new environmental and social challenges. It is essential to achieve a balance between preserving cultural heritage and adapting to modern needs.

Resilience in terms of cultural heritage is crucial for the sustainability of communities and societies, as well as for community engagement and education, and intercultural respect and knowledge.

Figure 8. Shipwreck escape room. Pilot study session, Spain.

1.4. Activation Of Components Of Resilience Through Academic Training

Activation of the components of resilience implies the use and strengthening of internal and external resources for tackling adversity in an adaptive way. It is essential at the time at which personality is moulded in individuals and, therefore, it is crucial that it is ingrained within the education process. This may be achieved in the educational setting through:

- *Motivation and autonomy*

Triggering the building of resilience implies appealing to motivation and personal development along a *continuum* of autonomy and independence. The importance of motivation is emphasised in the context of education, especially when human beings face situations of adversity. It is well known that teaching staff can present themselves as facilitators or destructors of the development of student autonomy through the number and nature of their interventions.

- *Self-evaluation and democratic climate*

It is important to raise awareness about the importance of self-direction and life goals. This involves identifying strategies for time management and to establish priorities and issues. Raise awareness that it is possible to achieve new goals and make plans for the future. Democracy is not learned through the direct teaching of values. Instead, it is developed slowly and implicitly through experience and learning. In this way, the course, when placed in a predominantly democratic learning scenario leads to students evaluating their own knowledge, garnering opinions and, ultimately, being able to establish

a balance between their own viewpoints and those of others, showing themselves to be capable of recognising their own capacities and limitations.

An activation model of resilience presumes that a democratic, participatory, humanised and stimulating ecological climate exists, in which teacher encouragement plays a fundamental role in the personal and harmonious success of the subject being taught.

- *Encouragement from adult educators*

Encouragement is conceived as something that is ingrained in the educational setting, as something truly important and which is closely identified with development, teaching, learning and lifelong learning processes. It is a process of instilling courage and confidence that is characterised by care and observation, and the capacity to listen, question and wait.

- *Self-knowledge*

Self-knowledge is related with the capacity for (self)confrontation. "Confrontation is an ability that can be difficult to put into practice in an effective and constructive way". Embroiled in a physical, functional, affective and cultural relationship, the teacher, via the self-knowledge that they formulate through their daily lives develops personal abilities which help them to observe and participate, analyse and guide, play the role of both actor and spectator, and help their students (re)construct their resilience. Likewise, this self-knowledge implies (self)awareness of its own importance with regards to human relationships. Such self-knowledge, through its presence and mediation, can exercise a facilitative role in terms of personal success and the success of others.

- *Commitment to personal and interpersonal success*

In order to drive students to success, educators of children, young people and adults must be able to differentiate between diverse life situations. This requires knowledge of individual human beings and their personal characteristics (skills and abilities, difficulties and problems and the way in which they interiorise them, degree of autonomy and socialisation, prior knowledge, and the way in which they grasp it and form associations), support of group dynamics (the different roles assumed within the group, ways in which members participate and are accepted by the rest, ways in which members tackle each individuals' difficulties and the support options available) and comprehensive knowledge about life and the factors that condition it (spaces, physical and human media, additional existing or non-existent resources, timetables and their adaptation possibilities).

1.5. Protective And Risk Factors Pertaining To Resilience

1.5.1. Protective factors

The concept of a protective factor, also known as a mediator, comes from a new perspective in Psychology, specifically in Development Psychology. It takes a different stance to that typically adopted in recent years, which was based on pathology and predominantly sought out risk as a means of explaining some human behaviours. This model has been disproven, with evidence, against all expectations, that some individuals exposed to risk contexts present healthy developmental trajectories. Risk stands in stark contrast to protection and, out of situations of vulnerability, planned interventions can provide opportunities for development. In this context, a set of factors interact which, in this individual, at this specific moment, have protective characteristics that reinforce individual resilience capacity.

These protective characteristics appear to exert these effects on all individuals. That is to say, effects occur regardless of the individual's level of risk, with the protective factor helping them, always, to experience adverse situations in a more balanced way, cushioning the *impact of stress*.

Nevertheless, it serves to highlight that the effects exerted by this type of factors are more intense in high-risk individuals, due to the disarray of their physical or interpersonal contexts and may influence their attempts at psychological and social equilibrium.

Four different processes exist that can drive towards the conversion of a risk factor into a protective factor:

- Diminishing the impact of risk, whether by changing the lower limit of risk, or modifying the degree to which the individual is exposed to this risk;
- Reducing the chain of negative reactions following exposure to harmful effects;
- Increasing self-esteem and self-efficacy through the contribution of the interpersonal relationships that the individual is able to make. This is also tightly related with the fact that they breed new experiences and boost competence through task performance;
- Opening up opportunities that grant the individual with access to resources or enable them to complete important lifecycle transitions (Nettles & Mason, 2004).

These **protective factors of resilience** are understood as the internal and external resources that help individuals tackle adversity, overcome challenges in an adaptive way, cushion the negative

26

effects of difficult situations and promote healthy development. Next, the main protective factors are outlined:

1. Internal (personal) protective factors:

- **Self-esteem and self-confidence:** Strengthens security in oneself and confidence in one's own abilities to overcome obstacles.
- **Coping skills:** Strategies such as stress management, problem solving and frustration tolerance.
- **Optimism and positive thinking:** Maintain a hopeful vision of the future, including during difficult times.
- **Flexibility and adaptability:** Capacity to adapt to new challenges and changes in a constructive way.
- **Self-efficacy:** Belief in one's own ability to influence outcomes and solve problems.

2. Family protective factors:

- **Emotional and social support within the family:** Positive affective relationships that are sustained within the family unit.
- **Family stability:** Safe and predictable family settings that provide support during adverse situations.
- **Open communication and mutual support:** The capacity to share emotions and solve problems as a unit.

3. Social/Community protective factors:

- **Social support networks:** Meaningful connections with friends, mentors and other support groups.
- **Access to community resources:** Social, cultural and educational actions that promote inclusion and resilience.
- **Education and competency development:** Educational support that promotes useful abilities and competencies for facing challenges.
- **Positive social norms:** Community values and beliefs that promote wellbeing and mutual support.

These factors work together to strengthen resilience, helping individuals to overcome difficulties and continue to develop in adverse contexts.

1.5.2. Risk factors

According to Garmezy (1991), risk factors - which can be classified (due to the multifaceted life of individuals) as individual, interpersonal or contextual - can come from various different sources during difficult psychosocial situations, whether genetic or biological. Due to their multi-causal nature, they are reflected in biological, psychological and social aspects, and must be viewed as the product of the interaction between individuals and their environment, with both of these parts taking on an active role (Garmezy, 1996).

Rutter (1999) also calls attention to *the need to consider stress and coping processes* at various levels, from the social, to the psychological and neurochemical, given that each one of these levels provides a different, yet complementary, perspective that is fundamental for understanding the mechanisms and processes involved in vulnerability.

Thus, **risk factors** are conditions of situations that impede a person from coping with adversity, increasing their vulnerability and potentially negatively affecting their development of resilience-related abilities if they are not balanced out with protective factors. Such factors include:

1. Individual (personal) risk factors:

- **Low self-esteem:** Negative perception of oneself and lack of confidence in one's own abilities.
- **Emotional problems:** Difficulties managing emotions such as anxiety, anger or sadness.
- **Lack of coping skills:** Inability to face up to issues or make effective decisions.
- **Mental health issues:** Disorders such as depression, anxiety or post-traumatic stress.
- **Self-destructive behaviours:** Drug taking, alcohol abuse, self-harm or risk taking behaviours.

2. Family risk factors:

- **Intra-family violence:** Serious conflicts, physical or emotional abuse at home.
- **Lack of emotional support:** Poor emotional communication and little emotional support within the family unit.
- **Financial instability:** Poverty, unemployment or precariousness that leads to insecurity at home.
- **Family breakdown:** Separations, divorces, abandonment or loss of significant members.
- **Negligence:** Lack of care or adequate attention from caregivers.

3. Social and community risk factors:

- **Social isolation:** Lack of support networks or meaningful interpersonal relationships.

- **Violent surroundings:** Exposure to crime, aggressions or community conflicts.
- **Discrimination:** Exclusion due to gender, ethnicity, sexual orientation, disability or socioeconomic status.
- **Lack of access to basic resources:** Limitations pertaining to education, or to healthcare, housing or nutritional services.
- **Environmental instability:** Forced migrations or continuous displacements.

4. Contextual risk factors:

- **Traumatic events:** Experiences such as abuse, violence, natural disasters, accidents or serious illnesses.
- **Social and financial crises:** Pandemics, wars, economic recession or mass unemployment.
- **Sudden changes:** Loss of loved ones, romantic breakups or drastic changes to daily life.

Whilst risk factors represent obstacles, their impact can be countered by **protective factors** (such as social support, emotional skills and opportunities), give that resilience is boosted when an individual manages to come up with strategies to overcome or manage these risks effectively (Rouse, 2001).

1.6. Characteristics Of Resilience

Now that we have presented the competencies, and protective and risk factors associated with resilience, attention is turned to the shared characteristics possessed by resilient individuals. These common features enable such individuals to tackle adversity, overcome challenges and adapt positively to change.

1.6.1. Characteristics of a resilient person

Such characteristics, as we have already seen, are developed and strengthened throughout the life course, favouring personal and social wellbeing. These characteristics include the following:

1. Emotional regulation:

- Capacity to identify, manages and express emotions appropriately.
- Keep calm and maintain emotional control during stressful situations.

2. Self-confidence:

- Strong self-esteem and belief in one's own abilities to overcome challenges.
- Feel assured when making decisions and assuming responsibilities.

3. Realistic optimism:

- Maintain a positive outlook towards the future, whilst still being aware of the reality of problems.
- Find meaning in adversity and interpret it as an opportunity for learning.

4. Flexibility and adaptability:

- Able to fit in with new circumstances and adapt to change.
- Have an open mind to be able to explore alternatives and solutions.

5. Problem solving skills:

- Analyse difficult situations and search for effective solutions.
- Prioritise clear goals and conceive strategies to achieve them.

6. Empathy and social skills:

- Understand and value the feelings of others, establishing positive bonds.
- Seek out social support and help others who are also facing adversity.

7. Sense of purpose:

- Have clear goals that guide actions and decisions.
- Derive motivation from personal values, beliefs and goals.

8. Frustration tolerance:

- Accept that difficulties and failure form part of the learning process.
- Persevere in the face of obstacles and find ways to overcome them.

9. Autonomy:

- Feel responsible for one's own decisions and actions.
- No depend excessively on others in order to resolve one's own problems.

10. Capacity to learn from experience:

- Reflect on lived experiences, especially adverse ones, and use them to grow.
- Incorporate learning into daily life in order to face future challenges.

In conclusion, resilience does not imply the absence of stress or suffering. Instead, it infers the ability to manage such feelings constructively. As seen through the varying characteristics of resilient

individuals, resilience is trainable and can be built through the practice of emotional skills, strengthening of support networks and setting of clear goals.

1.6.2. Characteristics of a resilient professional

Specific resilience-related competencies also emerge at a professional level. These skills and abilities enable individuals to adapt to, face up to and overcome challenges in the workplace, helping them maintain good productivity and wellbeing. Such competencies are essential for managing uncertain situations, pressure or changes in the professional setting.

1. Adaptability and flexibility:

- Adjusting to fit in with changes in the workplace, such as the introduction of new technologies, methodologies or management structures.
- Find creative solutions to unexpected problems.

2. Problem solving and decision making:

- Assess complex situations effectively and make informed decisions.
- Prioritise tasks and manage resources when subjected to adverse conditions.

3. Assertive communication:

- Express ideas, needs and concerns clearly and respectfully.
- Listen actively to colleagues and promote a collaborative climate.

4. Interpersonal skills and teamwork:

- Build and maintain healthy workplace relationships.
- Facilitate cooperation in teams in order to overcome common challenges.

5. Stress management and self-care:

- Recognise personal limitations and strive for a healthy balance between one's personal and professional life.
- Implement practices such as mindfulness, achieve sufficient rest and engage in exercise to protect wellbeing.

6. Innovation and creative thinking:

- Strive for original solutions to problems and workplace challenges.
- Promote ideas that add value to the team or the organisation.

7. Autonomy and self-efficacy:

- Act independently and show confidence in one's own abilities to meet goals.
- Take initiative without depending excessively on supervision.

8. Resistance to adversity:

- Persist to achieve goals despite obstacles or failures.
- Recovers quickly following mistakes or difficult situations.

9. Resilient leadership *(for leadership roles):*

- Inspire and motivate others during uncertain times.
- Make strategic decisions and keep a clear outlook at times of crisis.

In the current work climate, characterised by rapid change, globalisation, pandemics and technological transformation, resilience-related skills are indispensable for preserving productivity and guaranteeing worker wellbeing. Development of these abilities is of benefit, not only, to individuals but, also, to organisations, as it leads to the formation of more adaptive and effective teams.

1.7. The Importance Of Building Resilience In Higher Education

Why is resilience important in higher education? Higher education (HE) is directed towards comprehensive training, alongside clear social, ethical and political commitments. It is based on the sharing of knowledge between students, teachers and communities with the aim of creating and reinforcing a culture of cooperation and shared learning. Against this backdrop, the strategic role of higher education for deepening the integration, interaction and emboldening of a culture of solidarity is presented as an ethical commitment that is inseparable from the basic human right to education. In addition, the role of HE can be considered as essential for ensuring the sovereignty of countries, overcoming poverty, driving participatory democracy and promoting a more equitable distribution of power.

In this context, universities must exhibit a set of values that contribute to the advent of a new educational paradigm that values the life and dignity of all human beings, which are intrigant to the quality of teaching and its ethical dimension.

For this reason, the RESUPERES project was conceived with the main aim of structuring training in the context of higher education around constructs of resilience. This project counted on participation

from Portugal, Norway, Italy, Serbia, and Spain, with the latter being the coordinating country of the project via the University of Granada. This is fundamental as inter-institutional and international cooperation can contribute significantly towards individual institutions reaching their potential and strengthening their integration processes and progress. The aim of this was to coordinate shared positions in order to lay the path for articulation with other international bodies, networks, educational/training packages and increase joint action strategies for the transformation of higher education as a means to contributing towards sustainable development. This union also supports institutions to be able to contribute to facilitating the exchange of knowledge and experience, academic mobility, and creation and development of research centres targeted towards working on resilience processes with students and teachers.

From our point of view, the various stages of basic training, insertion and pre-professional development should be much more joined up with the aim of supporting coherent learning and a development system for the future profession chosen by the student. These stages should be presented as a unique opportunity for laying down the groundwork of pre-professional socialisation, or even the first lifeform of interactive inter-communicability. Nonetheless, this is not always what occurs in practice. Generally speaking, the development of survival strategies in the academic context goes hand in hand with high levels of pain, in addition to feelings of frustration, adversity, complexity, academic dropout, loneliness and, even, in some extreme cases, suicide.

Indeed, much has been written about the adversity that can be faced by higher education students (Chapter 3. Review of resilience in HE from the RESUPERES Manual) and the way in which this might be overcome through resilience interventions based on practices committed to research, innovation and creativity.

Despite the fact that inclusive education follows a model that stands in stark contrast to the imposition of barriers to social participation, in the university context, the majority of research has considered inclusive education from the standpoint of disability. In line with that discussed above, this encourages reflection on the need to guarantee spaces for ongoing dialogue between teachers and students, create spaces for trust-building, promote inclusive learning and, where possible, adapt teaching to suit the needs of individuals as a function of the issues that arise.

The search for equity, promotion of justice and solidarity represent, amongst other issues, tasks that must be performed by the university community in acknowledgement of existing challenges, as the also strive to support individuals beyond strictly academic matters.

In this sense, the *key reason behind promoting resilience in higher education* is that it enables students, teachers and institutions themselves to cope with the challenges, adversity and change inherent to this educational stage. Its importance stems from its contribution to emotional wellbeing, academic success and adaptation to a professional setting that is undergoing constant transformation.

1. Coping with academic and personal challenges:

- Students face challenging academic demands, such as exams, projects and workloads, together with personal and social challenges.
- Resilience helps with the management of pressure, anxiety and stress, avoiding school dropout.

2. Adaptation to change and uncertainty:

- Factors such as the COVID-19 pandemic, digitalisation of education and globalisation have transformed learning dynamics.
- Resilience allows students and teachers to adapt to digital settings, hybrid methods and unexpected situations.

3. Promotion of inclusion and equity:

- University settings are diverse and some students face social disadvantage, financial hardship or disability.
- Resilience helps with overcoming barriers and promotes construction of an inclusive university community.

4. Development of abilities for life and work:

- Beyond technical knowledge, resilience promotes essential competencies such as time management, problem solving, creativity and critical thinking.
- These abilities are vital for workplace settings and daily life.

5. Overcoming global and contextual crises:

- Universities play a central role when it comes to preparing the public to be able to respond to social, financial, environmental and public health crises.
- Resilience in higher education strengthens students' capacity to cope with and flourish in adverse scenarios.

6. Promotion of mental and emotional wellbeing:

- Rates of anxiety, depression and stress in university students have increased in recent years.
- Resilience strengthens mental health, promoting a more positive approach towards learning and personal challenges.

7. Contribution to institutional sustainability:

- Resilient educational institutions are better able to adapt to change, ensuring the continuity of their learning and enabling student and teacher needs to be met.

It is clear that resilience in higher education, not only, impacts academic success but, also, equips students to take on challenges in personal, social and professional settings. By promoting resilience, universities help mould critical, adaptive and engaged members of the public who are capable of contributing positively to this ever changing world.

1.8. Characteristics of the Intervention Programs for Promote Resilience Building In Higher Education

In the ever changing landscape of higher education, in which students tackle a series of academic, personal and social challenges, the concept of resilience has become a beacon of hope. Resilience, the ability to bounce back from adversity, to adapt to change and prosper despite difficulties, attracts increasing attention from higher education institutions. In recognition of the fundamental role played by resilience on the path towards success and wellbeing in students, universities and colleges around the world have started to set up programs targeted towards building resilience.

Such programs are designed to improve the capacity of students to recover from setbacks, adapt to change and thrive in the face of adversity. The aim of these programs is to promote a growth mentality, develop emotional intelligence, improve problem solving skills and support student self-efficacy. This is achieved via the following:

- *Empowerment*: Empower students through a sense of agency and self-efficacy, boosting confidence in their ability to overcome challenges and achieve goals.

- *Ability development*: Cultivate essential life skills, such as problem solving, stress management, emotional regulation and effective communication, all of which form and essential part of resilience.

- *Change in mentality*: Promote a growth mentality in students in which setbacks are seen as opportunities for learning and growth instead of insurmountable barriers.

35

- *Community building*: Create an inclusive and supportive university community in which students feel connected, valued and supported by their peers, teachers and other staff.

- *Promotion of wellbeing*: Promote holistic wellbeing by addressing, not only, academic concerns but, also, mental, emotional and physical health needs.

Essentially, programs that target resilience tend to include a series of components directed towards promoting development and holistic wellbeing. Such components may include:

- *Psychoeducation*: Provide students with information and resources related with resilience, stress management and mental health.

- *Ability development*: Equip students with practical abilities such as effective communication, time management, goal setting and conflict resolution.

- *Mindfulness and self-awareness*: Introduction to practices such as mindfulness meditation and reflective exercises in order to improve self-awareness and emotional regulation.

- *Peer support and network building*: Facilitate opportunities for students to connect with peers, mentors and support networks in order to share experiences and provide mutual support.

- *Counselling and mental health services*: Provide access to counselling services and mental health resources to students who experience distress or serious challenges.

In another sense, it is worth mentioning that resilience building programs address a wide array of components that can be organised into:

- *Workshops and seminars*: One-off or recurring workshops and seminars that cover specific topics related with resilience and wellbeing, such as stress management, resilience strategies, mindfulness, music and art, photography and communication, and self-care techniques.

- *Courses and curricular integration*: Incorporate resilience building elements into academic courses or offer independent courses focused on personal development, wellbeing or resilience.

- *Peer support networks*: Establish peer support groups, mentor programs or resilience ambassadors that provide guidance, encouragement and solidarity to fellow students.

- *Counselling and mental health services*: Provide access to counselling services, support groups and mental health resources in order to address psychological distress, anxiety, depression or other mental health issues.

- *Engagement and community outreach*: Collaborate with organisations on campus, student clubs and community affiliates in order to organise events, campaigns and initiatives that promote resilience and wellbeing throughout campus.

- *Online resources and platforms*: Provide access to digital resources, self-help tools and virtual communities so that students can interact with resilience building content remotely.

Engagement in higher education resilience building programs can lead to a number of benefits for students:

- *Better academic performance*: Greater resilience can help students to manage stress, stay focused and persevere in the face of academic challenges.

- *Improved wellbeing*: Resilience building promotes emotional wellbeing, reduces symptoms of anxiety and depression, and promotes general psychological health.

- *Greater adaptation to change*: Resilient individuals are better equipped to navigate transitions and unexpected changes, both inside and outside of the academic setting.

- *Academic success*: Greater resilience equips students to persevere where necessary in order to overcome academic challenges, retain focus and achieve academic goals.

- *Personal growth*: Resilience building promotes personal growth and self-discovery, empowering students to make the most of their strengths, explore their passions and strive for meaningful pursuits.

- *Emotional wellbeing*: Resilience building cultivates emotional intelligence, self-awareness and coping mechanisms, which contribute towards better mental health and emotional wellbeing.

- *Social connection*: Resilience building programs facilitate social connection, belonging and support networks, promoting a sense of community and camaraderie between students.

- *Preparation for life after university*: Resilience-related abilities acquired through participation in such programs are transferrable to various spheres of life, equipping students with the resilience needed to navigate transitions, challenges and uncertainty beyond university life.

- *Better employability*: Employers value resilience as a crucial attribute in the workplace, given that it demonstrates an individual's ability to thrive in dynamic and uncertain settings.

Resilience building programs play a crucial role in promoting the success and wellbeing of students in the context of higher education. By equipping students with the abilities and mentality needed to overcome adversity, such programs empower individuals to thrive academically, personally and professionally. Through a combination of psychoeducation, ability development and support services, resilience building programs contribute towards sculpting a more resistant and prosperous university community. As higher education continues to evolve, resilience building continues to be an indispensable cornerstone for equipping students with the resilience needed to prosper in a world undergoing constant change.

1.9. Main Resilience assessment instruments

Resilience, as we have seen, is related with multiple constructs in the educational ambit and, specifically, in higher education. After conducted an in-depth review of measures used to assess resilience, the most commonly applied instruments in international publications are outlined below (Padial et al., 2024):

➢ **Connor-Davidson Resilience Scale (CD-RISC)** (Connor & Davidson, 2003), conceived as a tool for use in clinical settings to enable early identification of resilient behaviours and garner responses from adult samples (up to approximately 65 years of age) regarding psychological treatments. Nonetheless, some studies have administered this test to young people aged between ten and 18 years. This is one of the most often used tests and is considered to be amongst the most reliable available. This questionnaire identifies five factors:

- Personal competence, high standards and tenacity.
- Trust in one's instincts, tolerance of negative effects and strengthening after stress.
- Positive acceptance of change and secure relationships.
- Control.
- Spiritual influence.

The scale is composed of 25 items which are rated along a five-point Likert scale (from totally disagree to totally agree) and request respondents to assess the way in which they have felt over the month prior to completion. High scores on this scale indicate "high resilience", whilst low scores indicate "low resilience".

➢ **Wagnild (ER-14) Resilience Scale** (2009), translated into Spanish by Sánchez-Teruel and Robles-Bello (2015). This scale comprises 14 items rated along a seven-point Likert scale. This questionnaire assesses personal resilience, which is considered to be a positive characteristic of

personality that enables individuals to adapt to adverse situations. It comprises two dimensions, namely, personal competence and acceptance of oneself and of life.

It is also important to acknowledge, in light of the fact that many components make up resilience, as seen previously, that many evaluations have indirectly measured the aforementioned constructs. For this reason, instruments designed to measure the most relevant constructs comprised by resilience are also presented below in Table 1:

Table 1. Assessment instruments to measure resilience.

RESILIENT CONSTRUCTS	MEASURING INSTRUMENTS
RESILIENCE: commitment, challenge, control), coping, adaptability/flexibility, sense of purpose, optimism, emotional and cognitive regulation, and self-efficacy.	-CD-RISC (Connor & Davidson, 2003)
1. Creativity: Interpersonal skills	-CD-RISC (Connor & Davidson, 2003) -Social Skills Assessment Scale (Goldstein et al., 1980)
2. Coping	- CD-RISC (Connor & Davidson, 2003) -Coping Strategy Inventory (Tobin et al., 1989)
3. Sense of purpose and future: Educational Goals	- CD-RISC (Connor & Davidson, 2003) -Reduced Questionnaire on Goals for Adolescents (CMA-R) (López-Mora et al., 2017) - CD-RISC (Connor & Davidson, 2003) -Teen Goals Questionnaire (Sanz de Acedo Lizarraga et al., 2003).
4. Autonomy	The Lawton and Brody Scale: Assessing Autonomy in Daily Life
5. Heritage: cultural heritage: Personal ideology	- CD-RISC (Connor & Davidson, 2003) -Coping Strategy Inventory (Tobin et al., 1989)
6. Physical Activity Habits	-IPAQ -SF (Craig et al., 2003)
7. Self-concept: academic, social, exciting, family and physical.	-AF-5 (García & Musitu, 2001)
8. Self-esteem	-Self-esteem scale of Ronserberg (RSE) (Rosenberg, 1965)
9. Depression, anxiety, and stress	-DASS-21 (Lovinbond & Lovinbond, 1995)
10. Personality factors: extroversion, agreeableness, conscientiousness, neuroticism, and openness to experience	-BIG FIVE-44 (Benet-Martínez & John, 1998)
11. Empathy	-Basic Brief Empathy Scale (Jollife & Farrington, 2006)
12. Emotional regulation	-Cognitive Emotion Regulation Questionnaire (CERQ) (Garnefski et al., 2001)
13. Efficacy	-Self-efficacy scale (Baessler & Schwarzer, 1996)
14. Optimism	-Life Orientation Test (Scheier et al., 1994)
15. Sense of Humor	-Multidimensional Sense of Humor Scale (Thorsol & Powell, 1991)

Source: original elaboration (Padial et al., 2024).

TOPIC 2

Resilience Building

SUMMARY TOPIC 2

Block 1. THEORETICAL CONCEPTS OF RESILIENCE

Topic 2. Resilience Building

2.1. Theories of resilience

2.1.1. The Seven Resilience Behaviours (Wolin & Wolin, 1993)

2.1.2. The Seven C's of Resilience (Ginsburg & Jablow, 2011)

2.1.3. The "Casita" [Little House] of Resilience

2.2. Curricular areas or settings in which resilience is developed

Figure 9. RESUPERES pilot study team, Granada (Spain)

Topic 2. RESILIENCE BUILDING

2.1. Theories of Resilience

2.1.1. The Seven Resilience Behaviours (Wolin & Wolin, 1993)

The American Psychology Association defines resilience as "the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress, such as family and relationship problems, serious health issues and stressful work and financial factors" (APA Dictionary: https://www.apa.org/topics/resilience).

Everybody will experience highs and lows throughout their life. One cannot prepare for or control every single stressful factor, tragedy, loss or crisis that might block their path. What one can do is learn how to respond to these events and this is where resilience comes into play. It is not a personality trait, nor is it something that one is born with. Resilience refers to thoughts, feelings and behaviours that can be learned and can help with recovery following adversity. The main aim of promoting resilience is to achieve a healthier and more functional society, in terms of both quality and mental health (Matos et al., 2015).

Various models exist that lay out the factors that may help to build resilience (Ledesma, 2014). In 1993, Wolin and Wolin introduced a model that would enable parents, teachers, psychologists and other professionals to develop the concept in practical terms. This model proposed that problems, dangers and adversities be seen as opportunities to challenge oneself. According to these authors, no child is untouchable as all children are vulnerable. These authors denominated their model the **Seven Pillars** **of Resilience** (Figure 10), which is held up by: *introspection*, *independence, social relationships, initiative*, *creativity*, *humor* and *morality (personal ideology)*. They argue that these pillars can operate as instruments to use, or as guides or mental maps to help human beings muster internal strength at the time of tackling problems and adversities.

In summary, Figure 10 illustrates the empirical findings reported by Wolin and Wolin (1993), which reveals seven resilience behaviours as an outcome in itself, alongside the characteristics inherent to each one during different life stages, which are represented through the different quadrants in the figure.

1. *Introspection:* The mental habit of asking oneself difficult questions and answering them honestly. In children, this takes the form of *feeling*, the preverbal intuition that something is wrong. In young people, it is shaped into *knowing*, with such knowledge implying systematic and well-

articulated awareness of the issue. In adults, it matures into *understanding*, which entails empathy, mutual understanding, and tolerance of complexity and ambiguity (Figure 10 Insight).

Figure 10. The Seven Pillars of Resilience (Wolin & Wolin, 1993)

2. Independence: Consists of the ability to set boundaries between one's own environment and the adverse, including emotional and physical distancing from problems. In children, this starts with *straying*, deviating and distancing when problems arise. In young people, it is manifested through *disengagement*, or detachment, which enables one to distance themselves from problems. In adults, it takes the form of *separation*, which implies having sufficient control to keep oneself away from and separate from problems (Figure 10. Independence).

3. Relationships: The ability to relate with others and maintain stable and healthy relationships. In children, this starts with *contact*, which enables easy bonds to be formed with other emotionally available individuals. In young people, it is manifested through *recruitment*, in other words, the deliberate tendency to relate with adults or peers who are useful and supportive. Finally, in adults, it takes the shape of *attachment*, forming mutually satisfying personal bonds, which are characterised by giving and receiving (Figure 10. Relationships).

4. Initiative: Refers to the ability to control oneself, which includes problem solving ability, deriving pleasure from resolving issues and conceiving constructive activities. In children, it takes the form of *exploration*, discovering through trial and error. In young people, exploration gives way to *working* with the capacity for problem solving expanding to include a broader array of activities. In adults, it matures into *generating* and creating, in which enthusiasm is manifested, in addition to a like for challenging projects and situations (Figure 10. Initiative).

5 & 6. Creativity and Humor: Creativity refers to the capacity to create order, beauty and purpose out of disarray, whilst humor pertains to the ability to find something funny in the inherently tragic. These are two inter-related capacities. In children, both take the shape of *playing*, with playing consisting of being able to use the imagination to create a world that is in line with one's

desires. In young people, they are moulded into *modelling*, in other words, the use of art and comedy to give an aesthetic shape to thoughts. In adults, the creative aspect matures into *composition*, which is related with the capacity to build a model using artistic objects, whilst the humor aspect evolves into laughing, with the outcome being that humor and laughter help to reduce the emotional impact of adversity, providing relief and promoting general wellbeing (Figure 10. Creativity & Humor).

7. *Morality (personal ideology):* Defined as the ability to act on an informed conscience, which includes risk taking for ideals and finding space to help others. In children, this is manifested as *judging*, in other words, rating others behaviour and distinguishing good from bad. In adolescents, it takes the form of *assessing-evaluating*, which starts to form the basis of decision making. Finally, in adults, it matures into *serving*, which describes the feeling of obligation towards a satisfactory and enriched personal life and in the sense of committing and contributing to the wellbeing of all (Figure 10. Morality).

In light of this model, it is important to promote development of these early manifestations that start to emerge during childhood, continue into adolescence and fully mature during adulthood. Given that the importance of being attentive to developing the strengths of young people has been highlighted, it is of clear importance that they be encouraged by giving them hope and creating services and programs that respect the meticulous characterisation of resilience provided by the authors mentioned above.

2.1.2. The Seven C's of Resilience (Ginsburg & Jablow, 2011)

With this aim in mind, other authors have also proposed guides and models to promote resilience from early ages. In this regard, the paediatrician Kenneth Ginsburg, specialist in resilience building in children (from eight months to 18 years), stands out for their work identifying **seven qualities** that can help develop resilience. According to this researcher, children need resilience in order to experience the world in the fullest terms possible, tinged with some of its pains and all of its joy. Thus, Ginsburg and Jablow (2011) conceived the **7C's model** (all qualities begin with the letter C) in order to lend a practical focus to parents and educational communities, amongst others, so that they can equip their children, students, etc., to thrive.

1. *Competence:* the ability to know how to manage stressful situations effectively. Requires the ability to take on challenges and the opportunity to practice using these abilities in order to breed feelings

of competence around dealing with situations. It is not merely the vague feeling that "I can do this". We become competent when we develop skills that allow us to trust our judgement and make responsible decisions. When we call attention to a young person who is doing something well, whilst, at the same time, giving them the chance to acquire new abilities, they feel competent. It would be counterproductive to stop young people from trying something new and not give them space to get back up by themselves when they fall. How should this be worked on?

- Encourage students to concentrate and work towards their strengths. When they efficiently manage a situation, they recognise what they have done well and the way in which this affects themselves and others.
- Allow them to make safe mistakes in order to have the chance to correct themselves. Avoid overprotection with every fall.
- Use clear and concise ideas or instructions, avoid overcomplications. Present ideas step-by-step so that they can be full understood and enable mastery of content.

2. *Trust:* belief in one's own abilities born out of competence. Confidence is gained by demonstrating competence in real situations. Confidence is not built through praise, instead, it is gained by demonstrating competence in real situations. When one leans on competency development, we believe that we can take on any challenge and gain confidence by trying new things and trusting in our ability to make the right decisions. How should this be worked on?

- Instead of focusing only on achievements, promote the development of personal qualities such as justice, integrity, persistence and kindness.
- Use praise in an honest and specific way. Instead of saying "You are a great artist!", say "I love the colours you have used in this painting. Look and those amazing red and blue birds!" Specific praise is more credible and has a greater impact.
- Encouraging effort to achieve goals that one believes they can achieve but represent a small step beyond what they have already achieved.

3. *Connection:* it is likely that those who have close ties with friends, families and community groups have a greater sense of security and belonging, as they are also more likely to have strong values and strive for alternative behaviours that are not destructive. Empathising with positive and negative emotions helps us to feel recognised, understood and loved. This emotional safety net gives us the foundations we need to express feelings and find solutions to problems. Connections with

community, educational, religious and sporting groups can also increase the sense of belonging and security of young people in the world. How should this be worked on?

- Make space for having, feeling and expressing all types of emotions. Never encourage the repression of unpleasant feelings.
- Demonstrate that feelings matter by addressing conflict directly. Strive to resolve issues instead of letting them fester.
- Encourage close bonds to be formed with others. Set an example by promoting healthy personal relationships.

4. *Character:* people of any age with "character" boast a strong sense of self-esteem and confidence, others feel in touch with their values and feel comfortable forming attachments with them. They can exhibit loving attitudes towards others. Any given family has their own idea about what constitutes good character. Regardless of the specificities, especially children need a fundamental sense of what is right and what is wrong in order to ensure that they are ready to contribute to the world and grow into stable adults. This 'character' helps us to feel comfortable sticking to our own values and exhibiting loving attitudes towards others. How should this be worked on?

- Talk about the way in which one's behaviour affects others in both good and bad way.
- Encourage reflection on what is right and what is wrong when making decisions. Help students see beyond immediate satisfaction or egoistic ambitions.
- When one makes decisions or performs an action, express out loud the way in which the needs of others are considered.
- Work on the idea and clarify and express personal values.
- Be a role model. Actions speak louder than words.

5. *Contribution:* when we experience contributing personally to the world, we learn the powerful lesson that the world is a better place because we are in it. Hearing thanks and appreciation when we contribute increases our willingness to make decisions that improve the world improving, in this way, our own competence, character and sense of connectedness. We acquire a sense of purpose when we see the importance of our contributions and this can motivate us to make decisions for the good of the world. Learning that contributing makes us feel good when it is driven by a sense of commitment and responsibility, not out of pity. This helps us to feel more comfortable to seek help from others without feeling ashamed. How should this be worked on?

- Communicate (in a way that is age appropriate) that not everybody in the world has as much money, freedom and security as they need.
- Teach the important value of serving others.
- Model generosity with time, energy and resources.
- Create opportunities to contribute in a specific way, such as through volunteering.

6. Coping: when we have a broad repertoire of coping skills (social skills, skills to reduce stress), we are better able to cope and better equipped to overcome life challenges. When we can distinguish between a crisis and a relatively minor setback, we can avoid unnecessary anxiety. A broad repertoire of positive and adaptive coping mechanisms will help children to stay away from quick solutions that are stress-inducing and dangerous. When in crisis, strategies such as engaging in exercise, giving back, practicing relaxation techniques, and sleeping and eating well can provide relief. How should this be worked on?

- Help understand the difference between a real crisis and something that merely feels like a transient situation.
- Model problem solving step by step. Avoid emotional responses when feeling overwhelmed.
- Demonstrate the importance of caring for your body through exercise, good nutrition and adequate sleep. Practice relaxation techniques.

7. Control: when we realise that we are in control of our own decisions and actions it is more likely that we will opt to make decisions that help us to recover from life challenges. Taking control helps people to not feel victims of their circumstances and to act proactively. To do otherwise would make us passive, pessimistic or even depressed. How should this be worked on?

- Acknowledge even small successes so that we become aware that we can be successful.
- Reward demonstrating responsibility with greater freedom.
- Remind that the word "discipline" means to teach and not to punish or control.

Independent of the proposed model, following independent analysis of each quality or factor, it can be concluded that the phenomenon of resilience, from a holistic viewpoint, is conditioned by physiological, psychological and sociological factors, in which psychological factors determine resilience as a positive and developmental capacity of human beings. The ability to come up with highly effective and informed responses to stressful situations leads to a "rebound effect", in which the final outcome is an efficient response. Active sociological and physiological conditions in the core

of our being represent a global response that is stabilised by physical factors (Ortega & Saavedra, 2014).

2.1.3. The "Casita" [little house] of resilience

Paolozzi (2025), in Chapter 2 of the RESUPERES MANUAL, explain how The 'Casita' [little house] of resilience (Vanistendael, 2018; Vanistendael & Lecomte, 2000) is an applied "holistic" model conceived by the International Catholic Child Bureau in Geneva that is especially employed by professionals and workers involved in infant care. The 'casita' is a highly useful tool for those who wish to build or strengthen resilience and navigate life events. It is particularly important that resilience processes and pathways are established and recognised, given that these are a good way of representing the complexity and multidimensionality of resilience. The 'Casita' is a model that effectively expresses the multifactorial and dynamic nature of resilience.

In the context of autobiography and life stories, the 'casita' model has the advantage of combining the determination of generally recognised factors of resilience with the individuality of individuals and the situation. In this way, the model addresses two contradictory limitations that often emerge in the field and enable these two divergent approaches to be organised and articulated within a single model, as two complementary parts of the same reality of resilience.

The core purpose of constructing a 'casita', its required operationalisation and the horizon of meaning in which its application is inscribed, calls attention to resources whilst describing or trying to visualise and analyse the specific condition of our present and our past in relation with our hopes, dreams and possibilities.

With regards to construction of the 'casita', Vanistendael (2018) identifies various criteria for resilience, recognising that they cannot be absolute or exhaustive, and neither can they be measured nor are they mechanistic determinants of effective and definitive solutions for overcoming barriers:

- Autonomy, ability to integrate within a community, find positive and realistic solutions to problems and seek help when necessary.
- Positive but realistic image of oneself.
- Ability to look towards the future, and outline and complete a project, even if it is small and within one's already existing capacities.
- Capacity to form relationships.

- Ability to commit to others or to a cause greater than oneself, where possible, over the long-term (work, volunteering, altruism, etc.).
- Capacity to apply previously learned positive abilities.

The flexibility of the model offers a number of advantages. For instance, it situates the person in a specific dimension, in their basic surroundings and with their relationship network, which produces an emotional connection that goes beyond mere intellectual understanding. The image of the house and its dimensions can be understood by people of different ages, conditions, languages and cultures.

Elaboration of the 'casita' does not require a rigid and standardised structure compared with the reference baseline model. Instead, it can and should be adapted, as far as possible, to specific needs and be redesigned in line with the lived experiences of users. Various environments and elements can also be added. The 'casita' can represent one's real home or their place of work, school, classroom, etc. further, it can be built individually or in a group making it possible to represent a specific experience, specific circumstance (such as a work or study project, a trip, a life stage, etc.) or specific life dimension (work, family, specific activities, particular issues).

Various types of materials can also be used to construct the 'casita', including the following: simple drawing materials to sketch the house or materials such as card and plywood to create a three-dimensional shape, or even digital programs, platforms and applications to develop a digital version. It is related with various constructs of resilience such as self-knowledge, commitment to personal and inter-personal success, self-evaluation and construction of a democratic climate, internal reflection and introspection, life purpose, mastery of the environment and empowerment.

The 'casita' model (Paolozzi, 2023; Paolozzi et al., 2023) has been applied to the professional ambit and workplace in the university setting, based on reflections in the field of Work Psychology and studies on organisational resilience.

At a pedagogical level, discussions around training on work safety and stress require recognition that a traditional training model is incapable of impacting individual resistance to change, or of developing real and, not only, perceived wellbeing. In other words, training individuals so that they are capable of addressing and learning to manage negative emotional experiences and highlighting ways in which knowledge about work processes can be shared between agents involved in the process. This implies not considering such experiences to be superfluous or obstructive to productivity (Sirignano, 2019; Sirignano et al., 2023).

It is worth mentioning that a scarcity of research dedicated specifically to university workers exists compared to that targeting university students and primary and secondary school teachers. Nonetheless, recent studies reveal that, outside of Italy, work-related stress in university workers is increasing. This is logical given that it should be assumed that the general phenomenon occurring in the work and organisational sphere will have extended into the university sector. Change, ongoing reorganisation, merging and breaking up diverse educational and administrative structures, alongside the introduction of short-term contracts, difficulties to obtain funding, competition with colleagues and precarious job positions have led academic staff to be much more exposed to risks such as work-related stress and burnout (Ingusci et al., 2019).

From a work pedagogy perspective, for example, work is profiled within the field of "educability" (Dato, 2009), in that is stands as a "privileged educational and relational context through which processes are initiated to negotiate and attribute new meanings to the lived journey, in this way, be able to contribute to the democratic development of personality (Dewey) and full realisation of the individual" (Dato, 2009, pg. 35).

If development and evolution of the research field of Occupational Psychology, including labour demand control (Karasek & Theorell, 1990) and the labour demand-resource model (Demerouti et al., 2001) is considered, a progressive change can be observed in attention away from considerations of a limited number of variable categories capable of defining a restricted, schematic and somewhat mechanistic set of potential scenarios. This change moves considerations towards a broader spectre of variables that are left out of normal rationalisations around work and organisation, such as social support (Karasek & Theorell, 1990), the role of individuals in modifying the impact of labour demands and resources, and motivation and personal resources (Bakker & Demerouti, 2016), such as trust in one's own abilities and optimism for the future (Xanthopoulou et al., 2007).

An already large and increasing number of studies exist on organisational resilience, which emphasise that the need for resilience is unfurled by unexpected events. Adaptability and flexibility can contribute to organisational resilience, but none of these abilities are sufficient by themselves to fully achieve it. Resilience comprises renewal, transformation and dynamic creativity from within (Lengnick-Hall et al., 2011). Adaptability, on the other hand, emphasises the need to adapt to one's surroundings from an external perspective and, often, assumes that a new externally determined equilibrium is desirable. Literature on this topic appears to concur that a circular relationship exists between work resources and personal resources, work organisation and individual contribution, and

worker wellbeing and organisational performance. It is considered desirable that universities, as organisation, pay more attention to their employees by pushing formative interventions directed towards, not only, the learning of new knowledge and professional skills but, also, the improvement of personal resources such as self-efficacy, optimism and resilience. All of this is critical for reducing the risk of work stress.

According to Rossi (2013):

Ordinary wellbeing is not the result of destiny, luck, impersonal happenings or philanthropic policies, nor is it the result of a rigidly prescriptive ethos, or strict self-imposition, but it is the result of the intention to stand up against, whether on behalf of the individual or the organisation, everything that produces malaise. It is the result of the intention to change that which exists, the outcome of a planned project and appropriate operative strategies, amongst which training occupies a leading position, given that it lays the path for, not only, a detoxifying experience but, also, a preventive experience, in the belief that recovery and therapy are long and complex undertakings and, above all, promotional experiences. (pg. 8)

For these reasons,

The contribution of training aims to help individuals live reflectively in the work context, learn to think, experience the joy of thinking, adopting a new perspective through which they can see themselves, think about themselves in order to change themselves, especially through self-narration in order to keep them reflexively present when faced with frequent and varied professional happenings, become aware of who one is, why one thinks in a certain way, why they do what they do, why one acts in a certain way beyond the role in which they exercise, acquires knowledge from their conscious experiences, from their relational modalities, and from their mental functioning mechanisms. (pag. 30)

The ground on which the 'Casita' is built (Figure 11) represents satisfaction of expressed primary needs in terms of background, and social and work organisation. Crises, war, pandemics, natural disasters or, in terms we prefer, change, uncertainty and unexpected events are substantial elements of collective and individual existence. External aspects include social insecurity, client/user demands, available technology, social norms, work culture, financial circumstances, the nature of the job market, and institutional policies and actions, not forgetting intrinsic organisational aspects.

The foundations of the house represent complete and utter acceptance of the individual and their values from the perspective that "are roots run deeper than that laid out in our job description". The function of this part of the 'casita' is to preserve our deepest desires, protect our interiority, identity, integrity and singularity, and cultivate and improve emotional and moral intelligence.

The garden surrounding the house contains elements related with relationships and social support, such as respect, trust, mutual respect, cooperation, support in times of need, recognition of personal work and duties, feedback on work and reciprocity. In the garden, individuals can also identify other people and relationships outside of their work setting who, in some way, provide support and assistance (or, in contrast, impede) in terms of their professional performance.

The first floor is characterised by the meaning of our actions and expresses the need for our actions and lives to have meaning. Here, it is useful to distinguish between doing (completing a task) and performing (giving meaning to one's actions), combining ethical work with aesthetic work and tending to relationships formed with oneself (acceptance, sense of growth) and with one's future (life purpose), whilst also transforming executive work into creative work.

The different rooms of the house represent resources that are structurally divided but interconnected:

- Cognitive resources: mastery, task management, open mindedness, trust in one's own abilities, capacity to change opinion, humor...

- Emotional resources: emotional coping, optimism, self-esteem...

- Interpersonal resources: conflict management, constructive attitude, communication skills...

- Job resources: autonomy, coping, job crafting, learning from experiences...

The roof represents new experiences to innovate and discover, revealing the complex relationship between the uncertainty that characterises human life and the positive and productive embracing of challenges, which should not be feared but faced and, where possible, governed.

The chimney, whose function is to heat the house, represents love for what one does, the joy that comes from training and discovery, and the desire to continue to train and strive for professional growth.

Figure 11. The 'Casita' [little hours] model of resilience in the workplace

NEW EXPERIENCES TO DISCOVER

| COGNITIVE RESOURCES Mastery, task control, openness, confidence in one's own abilities, ability to change point of view, humor | EMOTIONAL RESOURCES Emotional coping, optimism, self-esteem | INTERPERSONAL RESOURCES Managing conflict, constructive attitude, communicative skills | WORK RESOURCES Autonomy, coping, job crafting | CHIMNEY Training and Research |

MEANING OF WHAT I DO
- distinguish between doing (performing a task) and acting (giving meaning to one's actions)
- combining ethical work with aesthetic work
- taking care of the quality of relationship with oneself (acceptance, sense of growth) and with one's future (purpose in life)
- transforming executive work into creative work

GARDEN
SOCIAL SUPPORT (respect, trust, esteem, cooperation, support in case of need)
RECOGNITION
RECIPROCITY

HOUSE FONDATION
We occupy a broader history than our job description defines (Whyte, 2000)
- preserve our deepest desires
- protecting interiority, identity, integrity, uniqueness.
- cultivate and enhance emotional and moral intelligence

GROUND
Crises, wars, pandemics, natural disasters… are correlated or not?
we prefer to talk about changes, uncertainty, unexpected as substantial elements of collective and individual existence.

| EXTERNAL ASPECTS Social insecurity, customer/user demands, available technology, social norms, work culture, economic circumstances, the nature of the labour market, policy and the work of labour institutions | INTRINSIC ASPECTS OF THE ORGANISATION Management style, technology, nature of tasks, organisation design, reward systems, information systems, human resources practices, strategy, history and culture. |

Source: The 'casita' model of resilience in the workplace (Paolozzi, 2023; Paolozzi et al., 2023) adapted from the 'Casita' of Resilience conceived by Vanistendael (2000/2018).

2.2. Curricular Areas Or Settings In Which Resilience Is Developed

Boris Cyrulnik (2015; 2018), one of the leading referents in **resilience** research, proposed that this ability can be developed through diverse **areas** or settings that impact the individual. These areas, also known as **"resilience environments"**, facilitate the process of emotional rebuilding and allow individuals to overcome adversities. These areas include the following:

1. **Affective and family setting:**

   o Emotional support from the family is fundamental for forming secure attachment, which is key for resilience building.

   o A positive family environment, filled with love, communication and understanding, helps individuals to tackle problems with greater security.

   o Example: Relationships with attachment figures (parents, carers) who provide emotional stability and protection.

2. **School and the educational system:**

   o School can become a shelter for resilience, especially for those who come from difficult family backgrounds.

   o Teachers, by acting as significant figures, can transmit security, trust and a sense of belonging.

   o Resilience is promoted by driving the development of emotional, social and cognitive skills.

   o Example: A teacher who detects student potential and motivates them to better themselves despite adversity.

3. **Social relationships and support networks:**

   o Contact with friends, colleagues or significant adults enables a social support network to be built, which acts as a protective factor when faced with adversity.

   o Positive relationships help one to channel emotions, seek guidance and develop the ability to adapt.

   o Example: Participation in community groups, clubs or collaborative activities.

4. **Cultural background and creative expression:**

   o Art, music, theatre and literature are tools that enable one to channel emotions and rebuild their life meaning.

   o These forms of creative expression act as vehicles for processing painful experiences and give them new meaning.

   o Example: Writings or painting as a means of expressing pain and transforming it into something meaningful (Cyrulnik, 2006; "The Wonderful Wound"; and 2012, "Resilience: how to overcome life adversities").

5. **Community and social setting:**

o Community plays a crucial role in the reinsertion of individuals who have lived adverse experiences.

o Participating in community activities promotes a sense of belonging, purpose and collaboration, fundamental elements of resilience.

o Example: Volunteering initiatives, community projects and support from local leaders during difficult situations.

6. **Language and narrative development:**

o Cyrulnik highlights the importance of **recounting one's own story** as a tool for rebuilding life meaning.

o Putting experiences into words enables pain to be processes and meaning to be found in the face of adversity.

o Example: Narrating or writing about difficult experiences helps to transform suffering into a story of overcoming (Cyrulnik, 2010; "The Whisper of Ghosts").

7. Activities that promote physical and mental wellbeing, such as physical activity and sport, throughout resilience building.

Cyrulnik argues that physical activity and sport do not, only, strengthen the body but, also, have a positive impact on individual emotional and social development. These are key factors of resilience, given that they contribute, not only, to physical health but, also, favour development of essential emotional and social skills for tackling adversity. Sport teaches perseverance, frustration management and teamwork, enabling individuals to rebuild and grow through the difficulties they face.

o **Strengthening of body and mind:**

▪ Sport engagement can **help to channel negative emotions and release accumulated tension.**

▪ **Setting and meeting physical goals boosts perseverance and** coping capacity.

▪ Example: Overcoming physical goals, such as running a long distance, teaches one to tackle difficulties in other areas of life.

o **Emotional regulation:**

▪ Physical exercise triggers the production of endorphins and other neurotransmitters that improve mood state, reduce stress and combat anxiety.

- Managing frustration, learning from failure and celebrating small achievements helps one to develop a sense of self-control.
- Example: A game or training helps to release accumulated tension and regulate difficult emotions.

o **Promoting social skills:**

- Physical activity and sport, especially in teams, reinforces social cohesion, empathy and collaboration.
- Teamwork teaches one to respect roles, assume responsibility and trust in others.
- Example: Team sports teach mutual support and generate support networks.

o **Personal betterment and resilience:**

- Sporting activity promotes effort, persistence and resilience when facing and overcoming challenges.
- Teaches that mistakes and defeat form part of learning and lifelong improvement.
- Example: Bouncing back following a sporting defeat reflects the capacity to adapt to adversity.

o **Development of a safe space:**

- Sport can act as a positive refuge for people who have gone through trauma or have difficult backgrounds, providing structure and discipline.
- Allows trust to be rebuilt in oneself and others through positive and motivating experiences.
- Example: A child or young person who channels negative experiences through sport finds an activity that gives them meaning and a sense of belonging.

Boris Cyrulnik emphasises that resilience is not built in isolation as it depends on interaction with the environment. Areas such as the family, school, social networks, physical activity and sport, art, and community are crucial for people to be able to transform suffering and rebuild their lives. Emotional support, emotional expression and sense of belonging are the backbone of resilience building.

For this reason, this subject strives to work within settings or areas related with cultural background and creative expression, language and narrative development, and physical activity and sport, all of which promote physical and mental wellbeing.

Block 2.

PRACTICAL AREAS/CONTENTS THAT BUILD RESILIENCE

SUMMARY BLOCK 2

Block 2. PRACTICAL AREAS/CONTENT THAT BUILD RESILIENCE

Topic 3. The area of Physical Activity and Resilience Building

3.1. Physical activities in the natural environment and resilience: Canoeing

3.2. Breathing and Resilience

3.3. Physical conditioning, fitness and resilience

3.4. Inner gymnastics and resilience (mindfulness, yoga...)

Topic 4. Performing arts for building resilience

4.1. Corporal expression and dance as a means of resilience building

4.2. Music .and resilience

Topic 5. Narrative arts for building resilience

5.1. Autobiographical training and resilience

5.2. Cultural heritage interpretation and resilience

Topic 6. Visual arts for building resilience

6.1. Painting: Emotion and creativity

6.2. Photography and resilience

Block 2. PRACTICAL AREAS/CONTENTS THAT BUILD RESILIENCE

This block presents the justification, content review, and intervention proposals and activities pertaining to each priority area for resilience building, which form part of the RESUPERES project and are grounded in that laid out on Section 2.2. The curricular areas or settings from which resilience is built are summarised by Cyrulnik (2015; 2018).

For this reason, this course targets resilience in these specific settings or areas, as they are considered important for developing this construct. Namely, these areas pertain to **cultural background and creative, musical, artistic expression, life stories and narrative development,** and **physical activity** (Cepero, 2025), all of which promote **physical and mental wellbeing,** and generate resilient patterns of behaviour. This choice was derived from previous reviews and work conducted by higher education institutions within countries attached to the RESUPERES project, alongside their professional experience.

In each one of these areas, the proposed content to work on is justified and activities are proposed to develop resilience construct, which, despite being high in number (coping, self-concept, self-esteem...), the RESUPERES project opted to focus on aspects such as leadership, teamwork, mindfulness (focus), creativity and cultural heritage. Further, areas were targeted through physical activity and health (physical activity and sport in the natural environment, breathing, fitness, mindfulness), performing (Corporal expression and Dance, music) and visual arts (painting and Photography), and narratives arts (autobiographic Interpretation and narrative), it is from the perspective of interculturality.

Figure 12. Resilience
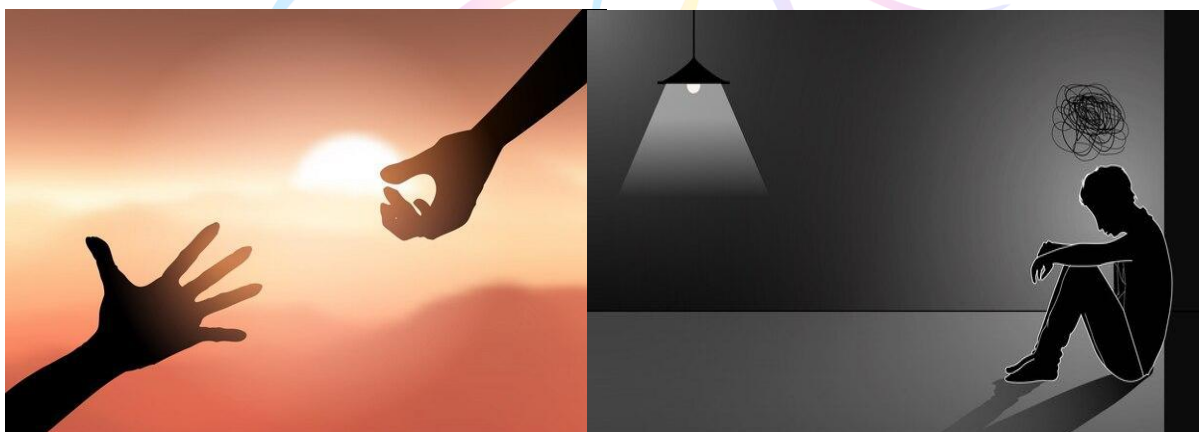
TOPIC 3

The Area of Physical Activity and Resilience Building

TOPIC 3. THE AREA OF PHYSICAL ACTIVITY AND RESILIENCE BUILDING

3.1.   Canoeing and Resilience

3.1.1. Benefits of physical activity in the natural environment for resilience building: Canoeing

3.1.2. Competencies for resilience building through canoeing

3.1.3. RESUPERES intervention proposal for building and strengthening resilience through canoeing

3.2.   Breathing and Resilience

3.2.1. Benefits of the training and conscious breathing for building and strengthening resilience

3.2.2. RESUPERES intervention proposal for building resilience through controlled breathing

3.3.   Mindfulness and Resilience

3.3.1. Benefits of mindfulness and related activities (yoga, Pilates…) for building and strengthening resilience

3.3.2 Personal or third-generation developmental tools that contribute towards improving resilience

3.3.3. RESUPERES intervention proposal for resilience building through mindfulness and related activities

3.4.   Physical conditioning, Fitness and Resilience

3.4.1. Benefits of training and physical conditioning for building and strengthening resilience

3.4.2. Content and activities for physical conditioning as a means of building resilience in the context of higher education

3.4.3. RESUPERES intervention proposal for building resilience through physical conditioning

Topic 3. THE AREA OF PHYSICAL ACTIVITY AND RESILIENCE BUILDING

Physical activity plays a crucial role in building and strengthening resilience, given that is has both physical and emotional benefits that enable people to cope better with stress and adversity. This link is backed up by research that demonstrates that regular exercise has a positive impact on psychological wellbeing and adaptation capacity, which are highly representative of resilience and mental health. Pertinent studies position exercise as one of the main protective factors pertaining to emotional and physical wellbeing, whilst highlighting its role in promoting perseverance in the face of challenges (Luthar et al, 2000).

It serves to highlight research such as that conducted by Ungar (2008), who outlines the importance of structured activities when it comes to building resilience in young people, given that they promote teamwork, discipline and self-control. According to Masten (2014), sport and physical activity promote emotional regulation, self-efficacy and the formation of positive interpersonal relationships, in this way, contributing to resilience. Conley et al. (2020), argue that physical activity improves mental health, reduces anxiety and stress (McDonald & Hodgdon, 2012), and improves coping skills. Similarly, Bailey et al. (2013), highlight its contribution to psychological resilience by promoting a sense of achievement, self-esteem and perseverance in the face of difficulties. Galli and Vealey (2008) indicate that athletes build resilience by bouncing back after failure, constant training and stress management. Guillén and Laborde (2014) highlight that athletes build aspects of resilience, such as confidence, motivation and adaptability through engaging in sport and competition.

Following a literature review on physical activity, health and resilience (RESUPERES manual chapter 5), key aspects of this area for building and strengthening resilience are presented in terms of their immediate benefits:

1. **Stress reduction and better emotional control:**

   o Exercise triggers release of endorphins, which are neurotransmitters that improve mood state and reduce perceptions of stress. Activities such as running, practicing yoga and performing high-intensity training promote feelings of calm and emotional wellbeing.

2. **Promotion of self-confidence:**

   o Meeting physical goals, such as finishing a race or improving strength, boosts self-esteem and sense of achievement, which are both essential to resilience.

3. **Discipline and frustration tolerance:**

   o Regular engagement in physical activity implies continuous effort, overcoming challenges and managing frustrations. These skills transfer to other spheres of life.

4. **Social connection and support:**

   o Engaging in sport or group activities leads to interpersonal relationships, social support and a sense of belonging, all of which are crucial for tackling adversity.

5. **Cognitive improvement:**

   o Physical activity stimulates the brain, improving memory, concentration and decision making capacity when under pressure.

It is also important to know which types of physical activity and sport are most frequently employed for building and reinforcing resilience. Following a review of intervention programs targeting physical activity, health and resilience (RESUPERES manual chapter 5) in university students, the following aspects were identified as being the most commonly employed and the most successful:

1. **Aerobic exercise:**

   o Activities such as running, swimming or riding a bicycle are effective at reducing symptoms of anxiety and depression, strengthening stress management capacity.

2. **Yoga and mind-body exercises:**

   o Combine movement with breathing and meditation techniques, promoting emotional self-regulation and introspection.

3. **Team sports:**

   o Promote teamwork, conflict resolution and social skill development.

4. **Strength training:**

   o Improve physical and mental resilience through the setting and meeting of challenging goals.

5. **Activities of dance, corporal expression or physical activity to music:**

   o Activities such Creative dance, Choreographed routine, Expressive movement, Aerobic dance, High-energy exercises, Rhythmic exercises and drumming or clapping games.

6. **Open-air activities and activities in the natural environment:**

   o Activities such hiking and walking trails, exploration of natural landscapes, Outdoor meditation and mindfulness, Breathing exercises, Adventure sports as activities in the natural environment.

Generally speaking, although we will later address each specific type of activity separately, we now propose a series of general practical recommendations:

1. **Incorporate physical activity into the daily routine:**

   o Engage in 30 minutes of moderate exercise a day, such as walking or swimming, can have significant benefits.

2. **Set progressive goals:**

   o Start with small goals and increase them gradually in order to promote a constant sense of achievement.

3. **Inclusion in group activities:**

   o Join yoga classes, sports clubs or walking groups in order to combine exercise with social interaction.

4. **Practice mindfulness through movement:**

   o Yoga or tai chi may be ideal for combining physical exercise with mindfulness.

Physical activity does not, only, improve physical activity but, also, acts as a catalyst of emotional and social skill development, which strengthens resilience and allows individuals to effectively and positively take on challenges.

3.1. Canoeing and Resilience

3.1. Canoeing and Resilience

3.1.1. Benefits of physical activity in the natural environment and resilience: Canoeing

The majority of research describes the relationship between physical activity engagement or sport in the natural environment and resilience as an interaction with the natural setting through sport which brings about positive individual effects in terms of resilience and improves ability to cope with stress (Barton & Pretty, 2010; Godbey & Mowen, 2010; Hartig et al., 2014; Kaplan, 1995; Kuo & Taylor, 2004; Pretty et al., 2007; White et al., 2019).

Engaging in canoeing, in the same way as with any other activity conducted in the natural setting, provides the opportunity to be outside and thrive in natural and, therefore, changing conditions. Consequently, this type of sport combines physical and psychological challenges, especially in the case of canoeing, given that it is performed in unpredictable aquatic settings. This sport teaches individuals to control fear and manage stress (Hartig et al., 2014; Weinberg y Gould, 2018). Further, the challenges associated with managing the boat in different conditions (still waters, choppy waters, adverse climate) force participants to develop adaptation and problem solving skills, both of which are essential to resilience (Bandura, 1997; Weinberg & Gould, 2018). In addition, the need for effective communication and coordinated efforts when performed with others as part of a team, strengthens skills related with collaboration and mutual support (Carron & Hausenblas, 2006; Duckworth et al., 2007).

Figure 13. RESUPERES pilot study Bergen (Norway)

3.1.2. Competencies for resilience building through canoeing

- Activities for improving resilience skills (Lundhaug, 2025; Nybakken & Hausmann, 2025):

Teamwork:

Rowing in pairs or in a group: Promotes collaboration and effective communication, develops patience and ability to adapt to other peoples' skills and styles. Participants are requested to row together, coordinating their movements. They are allowed to change leadership roles within the canoe, allowing everybody to experience leadership and teamwork.

Leadership and mindfulness

Obstacle race: with the aim of tackling unforeseen challenges, promoting the quick resolution of issues and encouraging calmness under pressure. This activity can be as simple as setting up an obstacle course (with buoys, branches or marked points) in the water. Participants must manoeuvre the canoe around these obstacles, solving problems and adjusting their strategy in line with the difficulties they come up against.

Leadership, teamwork, mindfulness and creativity

Canoeing in changing conditions: with the aim of adapting to changing, difficult and unpredictable situations, strengthening resilience. Performance tasks on windy or blustery days. If it is safe to do so, climactic or environmental changes can be simulated, such as rowing in choppy waters, forcing participants to adjust to new conditions.

Rowing whilst blinded (trust in one's team): with the aim of promoting trust and communication in the team, teamwork, delegation skills and empathy. Tasks that split participants into two groups, in which one in blinded and the other gives verbal instructions to guide the canoe, changing roles around so that both groups experience mutual trust.

Rescue simulation: with the aim of practicing problem solving and crisis resolution, and developing skills to remain calm and make rational decisions when under stress. Tasks that simulate an emergency situation, such as capsizing, in which the team must coordinate in order to rescue each other, flip the canoe and restore normality.

Relay races: with the aim of promoting teamwork and persistence, strengthening the sense of team, the motivation to overcome challenges and the ability to stay energised long-term. Relay

race tasks in which teams must row to a point and pass an object (such as an oar), onto the next team member who then continues the race.

Cultural heritage:

Discovery day: with the aim of promoting autonomy and exploration, strengthening autonomous decision making and adaptability to the unknown. Organising days out in the canoe to natural locations, where participants must navigate and find their own path. Along the way, they may be met with unforeseen roadblocks (pre-determined challenges such as a change to the route or small tasks).

3.1.3. RESUPERES intervention proposal for building resilience through canoeing

Canoeing promotes resilience through a combination of physical challenges, the need for adaptation, exposure to natural environments, teamwork and development of self-efficacy. These elements contribute towards reinforcing personal and psychological skills that are essential for facing and overcoming adversity. The integration of canoeing in the context of resilience provides a clear glimpse into the way in which sport in the natural environment can be an effective tool for personal development.

The following **Intervention proposal** and RESUPERES Program designed and created by the teachers Lundhaug, Hausmann, Nybakken and Falcó from HVL of Bergen University (Lundhaug et al., 2025):

- Objective: Build and strengthen resilience through a program of activities for university students and teachers that is based on techniques used in canoeing.

- Content:

A) Specifics of canoeing - canoeing techniques.
B) Resilience constructs worked on in these sessions include creativity, mindfulness (focus), leadership, teamwork and cultural heritage.

- Intervention elaboration and procedure:

- Programming: 12 sessions (The first, 1 for Introduction, and the last, the 12 for evaluation)
- Timing of sessions: The canoeing module will be delivered via an intensive course due to the specificity of its implementation, which dictates the need for 3-4 days on 1-2 weeks, or

Programming, or two or one session to be run per week for a period of five weeks, depends on the organization of each university.

- Materials and facilities:

- Material: Canoeing, vest, swimwear, cones, floating objects
- Facilities: Cubillas Reservoir, UGR Sports Services (in Granada University, for example)

- Activity timeline

Canoeing module content according to session: Course: Module 4 - Canoeing: Physical activity in the natural environment | resuperesLMS

Table 2. Canoeing and Resilience Program

PROGRAM OF RESUPERES SESSIONS
Session 1: Introduction about canoeing
Session 2: Security
Session 3: Rowing technique: Individual
Session 4: Paddling technique
Session 5: Planning
Session 6: Rescuing friends
Session 7: First aid
Session 8: Still waters
Session 9: Choppy waters
Session 10: At night
Session 11: At night
Session 12: What have you learned?

3.2. Breathing and Resilience

3.2. Breathing And Resilience

3.2.1. Benefits of training and conscious breathing control for building resilience

Breathing exercises and conscious breathing is considered to be a cornerstone of practices targeted towards building psychological resilience due to its profound impact on the mind-body connection. Scientific explanations revolve around the key physiological and psychological mechanisms described in the RESUPERES manual.

Conscious breathing plays a crucial role in building and strengthening **resilience**, given that it helps with stress management, emotional regulation and general wellbeing. Its importance is seen in the way it influences physiological, physical and emotional aspects of resilience.

Benefit of conscious group breathing in terms of resilience

1. **Nervous system regulation:**

   o Deep and conscious breathing activates the parasympathetic nervous system, which counteracts the "flight or fight" response. This helps one to remain calm in the face of adverse situations and promotes a more critical response.

2. **Stress reduction:**

   o Conscious breathing techniques decrease cortisol production (stress hormone), which facilitates greater mental clarity and reduces anxiety, both of which a crucial for resilience.

3. **Improved emotional self-regulation:**

   o Conscious breathing encourages one to connect with the present moment, enabling them to better manage difficult emotions and avoid impulsive or reactive responses to challenges.

4. **Greater focus and mental clarity:**

   o Techniques such as diaphragmatic breathing or alternate breathing improve concentration and rational decision making capacity, even when under pressure.

5. **Promotion of physical and mental wellbeing:**

   o Regular practice of conscious breathing improves brain and tissue oxygenation, boosting energy and feeding wellbeing, which helps one positively adapt to adversity.

6. **Development of self-awareness:**

o The connection between body and mind is promoted through the practice of breathing techniques, which enables signs of stress and exhaustion to be identified and addressed before they become serious problems.

The most commonly employed breathing techniques in reviewed programs for building or improving resilience are listed below:

1. **Diaphragmatic breathing:**

o Involves inhaling deeply to fill the abdomen and then exhaling slowly. Reduces anxiety and improves concentration.

2. **4-7-8 respiration:**

o Inhale during four seconds, hold breath for seven seconds and exhale during eight seconds. Encourages calmness and helps in high-pressure situations.

3. **Cardiac coherence:**

o Focused on synchronising breathing with the heartbeat in order to balance emotions and reduce stress.

4. **Mindfulness and conscious breathing:**

o Combines mindfulness with conscious breathing, increasing the capacity to be present and accept difficult situations.

Conscious breathing is not just a relaxation tool, it is also a pillar of **resilience**. By integrating breathing exercises into daily life, individuals can strengthen their capacity for coping, emotional regulation and general wellbeing leading them to face adversity with greater efficacy and equilibrium.

3.2.2. RESUPERES intervention proposal for building resilience through controlled breathing

The following **Intervention proposal** and RESUPERES Program designed and created by the Professors and RESUPERES team, Knezevic, Mirkov, Aleksic & Ristovski, from UB, University of Belgrade (Knezevic & Mirkov, 2025):

- Objective: Build and strengthen resilience through an activities program for university students and teachers that is based on breathing techniques.

Equip students and teaching staff with useful tools that are easy to integrate into their daily lives and that improve mental wellbeing

- Content:

A) Specifics of breathing - Breathing techniques

B) Resilience constructs worked on in these sessions include creativity, mindfulness (focus), leadership, teamwork and cultural heritage.

Figure 14. Group breathing in the outdoor (RESUPERES Serbie Team, Module Breathing)

- Intervention elaboration and procedure:

- Programming: 12 sessions (The first, 1 for Introduction, and the last, the 12 for evaluation)

- Timing of sessions: Total 10, two sessions to be run per week for a period of five weeks, depends on the organization of each university.

- Materials and facilities:

- Material: Mat, comfortable attire, correct room temperature, music

- Facilities: Corporal Expression Classroom and M2, Faculty of Education Sciences at UGR

- Target audience: students and university faculty.

- Activity timeline

Breathing e-learning module content delivered via the RESUPERES webpage: Course: Module 3 - Breathing | resuperesLMS

Table 3. Breathing and Resilience Program

PROGRAM OF RESUPERES SESSIONS
Session 1: Introduction about Breathing
Session 2: Foundations of Mindful Breathing
Session 3: Deepening Mindfulness and Awareness
Session 4: Creativity - Fostering Innovative Thinking
Session 5: Fostering Creativity
Session 6: Connecting with one's Roots
Session 7: Embracing Cultural Stories
Session 8: Building Focus and Clarity
Session 9: Enhancing Resilience and Emotional Intelligence
Session 10: Enhancing Communication and Empathy
Session 11: Building Resilience and Collective Problem-Solving
Session 12: What have you learned about breathing?

3.3. Mindfulness and Resilience

3.3. Mindfulness And Resilience

3.3.1. Benefits of practicing mindfulness and other related activities (yoga, Pilates…) in terms of building resilience

Kabat-Zinn (2012), one of the pioneers of mindfulness research, argues for the inclusion of meditation such as psychotherapeutic therapy, with a number of studies exploring its neurobiological and behavioural effects in human beings (RESUPERES manual, 2024). Amongst some of the benefits of practicing mindfulness, the following stand out:

Figure 15. Meditación in RESUPERES Project

Helps us to live in peace with the inevitably of change. In a constantly changing world, concentrating on the present enables us to accept reality exactly as it is and recognise that we cannot always win (Siegel, 2011).

Improves our concentration capacity. By focusing on the present, mindfulness helps us to organise and prioritise our ideas in an effective way (Siegel, 2011).

Exercises and preserves our brain. Engagement in mindfulness activates the prefrontal cortex, which helps to maintain and boost memory, reducing the loss of grey matter (Siegel, 2012; Simón, 2006).

Useful in psychotherapy for treating stress, anxiety and depression. Individuals who practice mindfulness tend to be happier, given that they learn to acknowledge and accept their negative emotions, producing behavioural and neurobiological changes that improve and prevent mental disorders (Lutz et al., 2007; Miró, 2006; Siegel, 2012).

Strengthens the immunological system. Activation of the left prefrontal cortex increases brain activity, which increases production of neuro-connectors and reduces cortisol levels in stressful situations (Lutz et al., 2007; Siegel, 2012).

Improves task performance capacity. Increases ability to maintain attention and concentration during activities (Kabat-Zinn, 2012; Siegel, 2012).

Relief of chronic pain. The body relaxes when levels of anxiety and stress are reduced, which decreases the perception of pain. Further, mindfulness teaches us to accept physical and psychological pain, thereby reducing associated suffering (Germer, 2017; Siegel, 2012).

Facilitates interpersonal relatedness. Helps us to feel more connected to others, which improves out interpersonal relationships (Lutz et al., 2007; Siegel, 2011).

Promotes personal development. Helps us to know ourselves better and improve on different aspects of our lives (Germer, 2017; Kabat-Zinn, 2012).

Lama Tashi Lhamo (2017) urges against taking a materialistic approach, in which mindfulness is used in certain contexts that seek efficiency and process automatization instead of comprehensive personal development. Whilst its popularity and benefits are recognised, it is important to note that it is being overused and has been turned into a consumer product. True mindfulness, which strives for spiritual awakening and requires an altruistic attitude, can be lost in this over-commercialisation. According to lama, it is important not to exaggerate the benefits of mindfulness and remember that it is not the solution for everything.

3.3.2. Personal or third-generation developmental tools that contribute towards improving resilience

It is of great importance to recognise personal development or third generation tools that contribute towards improved resilience. Collado classified these tools, as outlined below:

Relaxation techniques: essential for physical, emotional and mental wellbeing. Next, various techniques are introduced which may help to reduce stress and promote a deep state of relaxation.

Progressive relaxation technique: progressive relaxation consists of systematically tensing and then relaxing muscle groups in order to reduce tension. The Jacobson technique is a classic method that consists of tensing muscles for a few seconds and then totally relaxing them. This technique can be focused on specific areas such as the shoulders and back.

●**Autogenous relaxation technique:** Autogenic relaxation uses verbal statements to induce sensations of heat and heaviness in the body, promoting deep relaxation.

●**Breathing as a relaxation technique:** Techniques include:

- o **Clavicular breathing:** Focused on the upper chest
- o **Rib breathing:** Expansion of the ribs when inhaling
- o **Abdominal breathing:** Using the diaphragm to fill the lungs
- o **Complete breathing:** A combination of the above
- o **Yogic breathing:** Synchronizes breathing with movement.

●**Meditation as a relaxation technique:** Meditation focuses the mind on an object or thought to achieve clarity and calm. It can be guided or self-guided.

●**Mindfulness: Mindfulness** involves being present in the moment without judgment. Techniques such as body scanning help sensations to be picked up on without being changed.

●**Biofeedback: Biofeedback** uses electronic devices to measure bodily functions, helping to control them to reduce stress.

●**Laughter therapy:** Laughter therapy uses laughter to reduce stress and improve wellbeing through activities and games that provoke laughter.

●**Other relaxation techniques**

- o **Eurythmy:** Rhythmic movements to improve physical and emotional health.
- o **Eutony:** Body awareness and muscle tone adjustment.

o **Sound therapy:** The use of sounds and music to induce relaxation.

o **Tai chi:** Slow, controlled movements with deep breathing.

o **Yoga:** Physical postures, breathing techniques and meditation for wellbeing.

o **Visualization techniques:** Imagining calm.

Mindfulness: involves being fully present in the moment without judgment. Techniques such as body scanning and mindfulness help to reduce stress and improve wellbeing.

● **Emotional intelligence techniques**

○ **Positive thinking:** Replacing negative thoughts with positive statements in order to improve mood and resilience.

○ **Imagination/Visualization:** Visualize positive and calming scenarios in order to induce relaxation and strengthen the mind.

○ **Cognitive restructuring:** Identifying and changing negative thought patterns in order to improve emotional response and wellbeing.

○ **Problem solving:** Approach problems in a structured way in order to find effective solutions and reduce anxiety.

○ **Specific techniques for coping with criticism:** Use empathy to understand criticism and assertiveness to respond constructively.

○ **Improve self-esteem:** Practice self-care, self-compassion and recognition of personal accomplishments to strengthen self-esteem.

○ **Negative emotion control:** Identify and manage negative emotions through breathing and mindfulness techniques.

○ **Stress and anxiety management:** Use relaxation and mindfulness practices to reduce stress and anxiety levels.

○ **Conflict resolution:** Employ negotiation in order to find mutually beneficial solutions and manage conflicts effectively.

○ **Mindfulness:** this technique combined yoga, meditation and body posture in order to induce relaxation. A positive attitude during practice is crucial for maximizing benefits.

○ **Yoga and meditation:** Learning to relax through physical postures and meditative practices to improve holistic wellbeing.

●**Stress**

○ **Mindfulness-Based stress reduction program:** Incorporate mindfulness into daily life to manage stress and improve quality of life.

○ **Cognitive and self-control techniques and procedures**

○ **Problem solving:** Develop skills to address and solve problems effectively, reducing anxiety and stress.

○ **Obsessive thought therapy:** Thought stopping techniques to manage obsessive thoughts and improve mind control.

○ **Coping with stressful experiences:** Develop strategies to cope with and overcome stressful experiences, increasing resilience.

○ **Habit busting:** Work on eliminating negative habits and establishing positive habits for a healthier lifestyle.

○ **Cognitive visualization technique:** Using visualization to change patterns of thinking and behaviour, thereby promoting a positive mindset.

○ **Social skills training:** Develop assertiveness and effective communication skills to improve interpersonal relationships.

●**Psychotherapy and Mindfulness**

○ **Emotional control:** Work on emotional regulation through psychotherapy and mindfulness to improve mental and emotional health.

○ **Work on emotions in psychotherapy:** Address emotions in the therapeutic context to promote emotional wellbeing.

○ **Positive psychology and transpersonal therapy:** Focus on personal growth and spiritual development to improve quality of life.

○ **Corporal approach to emotions:** Use body techniques to understand and manage emotions effectively.

○ **Mindfulness applied to psychotherapy:** Integrating mindfulness into therapy to improve mental and emotional health.

●**Techniques to Increase Emotional Intelligence**

○ **Positive thinking:** Fostering a positive mindset to improve emotional intelligence and resilience.

- ○ **Imagination/Visualization:** Use visualization to enhance emotional skills and reduce stress.

- ○ **Self-control:** Develop self-control to manage emotions effectively and improve wellbeing.

- ○ **Cognitive restructuring:** Changing negative thought patterns to improve emotional response and emotional intelligence.

- ○ **Problem solving:** Develop skills to solve problems efficiently and in an emotionally intelligent way.

Figure 16. Mindfulness: Breathing as a relaxation technique (Implementation RESUPERES Subject SPAIN)

Finally, following analysis of reviewed research, programs and literature, it is highlighted that mindfulness program implementation in the university context, as an intervention strategy at the institutional level, improves psychological wellbeing and academic performance by improving and broadening the support resources and guidance available to students, via improvements in their personal regulation skills. The current university landscape demands that engagement from different educational agents goes beyond the mere dissemination of academic content and considers new approaches for the betterment and comprehensive wellbeing of university students (Viciana et al., 2018).

3.3.3. RESUPERES intervention proposal for building resilience through mindfulness

The following **Intervention proposal** and Program designed and created by the Professor Collado, D. from University of Granada RESUPRES Team (Collado-Fernández, 2025).

- Objective: Build and strengthen resilience through an activities program targeting university students and teachers that is based on the practice of mindfulness

Equip students and teaching staff with useful tools that are easy to integrate into daily life and that improve mental wellbeing

- Content:

A) Specifics of mindfulness - yoga techniques, mindfulness relaxation…

B) Resilience constructs worked on in these sessions include creativity, mindfulness (focus), leadership, teamwork and cultural heritage.

- Intervention elaboration and procedure:

- <u>Programming</u>: 12 sessions (The first, 1 for Introduction, and the last, the 12 for evaluation)
- <u>Timing of sessions</u>: Total 10, one or two to be run per week for a period of five weeks, depends on the organization of each university.

- Materials and facilities:

- Material: Mat, zafu, comfortable clothing, correct room temperature, music, candles

- Facilities: Corporal Expression Classroom (M2, Faculty of Education Sciences at UGR)

- Target audience: students and university staff.

- Activity timeline

Mindfulness e-learning module content delivered via the RESUPERES webpage: Link: Course: Module 4 - Inner Gymnastic | resuperesLMS.

Table 4. Mindfulness and Resilience Program

PROGRAM OF RESUPERES SESSIONS
Session 1: Introduction to mindfulness
Session 2: "Learning to concentrate and pay attention".
Session 3: "Becoming aware of our breathing in a group".
Session 4: "Learning yogic breaths".
Session 5: "Jacobson's progressive relaxation".
Session 6:" Asanas E - Hatha Yoga".
Session 7: "Asanas II- Hatha Yoga".
Session 8: "Asanas III - Hatha Yoga".
Session 9: "Mindfulness techniques to develop perceptual sensitivity and attention"
Session 10: "Attention through mindfulness".
Session 11: "Meditation".
Session 12: What have you learned?

Figure 17. Implementation of the RESUPERES subject in Granada (Spain).

3.4. Physical Conditioning, Fitness and Resilience

3.4. Physical Conditioning, Fitness and Resilience

3.4.1. Benefits of training and improving the physical condition for building resilience

The relationship between physical fitness and resilience is of great interest to research that explores the way in which fitness and health can impact one's capacity to tackle and overcome adversity. Physical fitness refers to the capacity of the body to perform physical activities. It is often assessed in terms of cardiovascular resistance, muscular strength, flexibility and body composition, which also represent the main ways in which physical fitness may be related with resilience:

1. Psychological benefits of physical exercise

- Reduces stress and anxiety: regular physical exercise is associated with reduced levels of stress and anxiety. Physical activity triggers the release of endorphins and other neurotransmitters which improve mood state and reduce the perception of stress. These effects can improve ability to manage adverse situations and contribute to greater resilience (Craft & Perna, 2004; García-Pérez et al., 2024).

- Improves mood state: good physical fitness can positively impact mood state. Research demonstrates that individuals with high physical fitness tend to report fewer depressive symptoms and greater wellbeing (Salmon, 2001). A positive mood state may help individuals tackle challenges with a more resilient attitude.

2. Mechanisms of physical and mental adaptation

- Physical resistance: high levels of physical fitness may improve the ability of the body to recover from physical effort and stress. This physical resilience may be correlated with greater mental and emotional resilience (Rejeski & Mihalko, 2001).

- Stress resistance: regular exercise may help regulate the physiological response to stress, such as cortisol release. Better control of physical stress can be translated into a greater capacity for managing emotional stress, consequently, contributing to greater resilience (Kremer & Williams, 2001).

3. Aspects related with self-efficacy

- Self-efficacy and confidence: better physical fitness tends to be associated with greater self-efficacy and confidence in one's own abilities. Bandura (1997) highlights that self-efficacy, or confidence in one's ability to overcome challenges, is a critical factor of resilience. Individuals

with a more positive view of their physical state often feel better able to face and overcome adversity.

4. Influence of physical activity on social resilience

- Social support networks: engagement in physical activity and sport tends to imply social interactions that can strengthen support networks. Social relatedness is an important factor in relation to resilience, given that support networks can provide emotional and practical support in times of need (Eime et al., 2013).

- Sense of belonging and achievement: engagement in physical activity and sport can provide a sense of belonging and achievement. These factors may increase resilience by providing a source of motivation and sense of purpose, which facilitates adaptation in difficult situations (Strong et al., 2005).

Evidence can be found in existing literature of a significant relationship between physical fitness and resilience, which facilitates better adaptation to life challenges, regardless of age and other populational factors (Biddle & Asare, 2019; Blumenthal et al., 2007). This being said, these factors take on greater importance in certain situations, for instance in the university population, given that the psychological effects of exercise combine with the physical effects (consult RESUPERES manual, 2024).

3.4.2. Content and activities used to train physical fitness as a means of building resilience in the context of higher education

Recently published literature identifies the specific fitness activities that are most effective for improving resilience, especially in university and similar contexts (García-Pérez et al., 2024). These are presented below (RESUPERES manual, 2024):

1. Cardiovascular resistance training

Objective: Increase capacity to overcome physical exhaustion and stay motivated.

- Interval training (HIIT): Alternate sprint periods with light activity.
- Outdoor cycling or cycling on a stationary bicycle: Focused on long distances or varying intensities.
- Stationary rowing: Prolonged effort that strengthens physical and mental endurance.

2. Functional Strength Circuits

Objective: Train physical strength and tolerance of discomfort.

- Push-up, pull-ups and planks: Progressively increase the number of repetitions.
- Body weight squats or using ballasts: Exercises based on strengthening the legs and glutes.
- Weightlifting**:** Routines that involve compound movements such as deadlifts or bench press.

3. Agility and Coordination Training

Objective: Increase ability for rapid and precise adaptation.

- Rope jumps: Ideal for improving agility whilst focusing on endurance.
- Agility ladders: Rapid and dynamic exercises that require concentration.
- Plyometric jumps: For example, box jumps that combine strength and agility.

4. Muscular Resistance Exercises

Objective: Increase ability to sustain prolonged efforts.

- Isometry: Hold postures such as the plank or a static squat for a prolonged period of time.
- Long repetition circuits: Exercises using moderate weights and high repetitions to promote muscular resistance.

5. Physical Improvement Challenges

Objective: Reinforce mental capacity to push physical limits.

- Obstacle course race: Design a course that combines endurance, agility and strength.
- Timed trainings: Complete maximum repetitions or a set distance in a specific time.
- Long walks or races: With progressively greater distances in order to promote perseverance.

6. Flexibility and Active Recovery Training

Objective: Teach the importance of striking a balance between load and recovery.

- Dynamic stretching: Exercises that prepare the body before and after intense activity.
- Active yoga: Incorporate postures that put strength and stability to the test.
- Joint mobility: Specific work to improve range of movement and prevent injury.

7. Combined Resilience Routines

Objective: Design sessions that simulate real challenges.

- High intensity circuits: Mix cardiovascular, strength and resistance exercises in a single session.
- Personal skills: Beating a personal record for weightlifting, race time or repetitions.
- Outdoor training: Exercises that include natural elements as a means of adapting to different contexts.

As has already been mentioned, the aim of this content is not, only, to improve physical fitness but, also, to improve emotional and mental resilience via sustained effort and the overcoming of challenges. For this reason, it is integrated throughout timetabled sessions.

3.4.3. RESUPERES intervention proposal for building resilience through physical conditioning

The following **Intervention proposal** and RESUPERES Program designed and created by the Professors and RESUPERES team Serbia Knezevic, Mirkov and Aleksic, form UB, University of Belgrade (Knezevic and Mirkov, 2025).

- **Objective:** Build and strengthen resilience through an activities program targeted towards university students and teaching staff that is based on physical conditioning.

    - Equip students and teachers with useful tools that are easy to integrate into daily routines and that improve mental wellbeing

- Content:

    A) Specific of mindfulness - Techniques pertaining to yoga, relaxation mindfulness…

    B) Resilience constructs worked on in these sessions include creativity, mindfulness (focus), leadership, teamwork and cultural heritage.

- Intervention elaboration and procedure:

    - Programming: 12 sessions (the first, 1 for Introduction, and the last, the 12 for evaluation)

    - Timing of sessions: Total 10, one or two sessions will be delivered each week a period of five weeks, depends on the organization of each university.

- Materials and facilities:

    - Material: Mat, weights, bar, dumbbells

    - Facilities: Cartuja Sports Hall and Weights Room, Sports Services at UGR

- **Target audience:** students and university staff.

- **Activity timeline**

Physical Conditioning e-learning module content delivered via the RESUPERES webpage: Link: Course: Module 9 - Physical Conditioning | resuperesLMS.

Table 5. Physical Conditioning, Fitness, and Resilience Program.

PROGRAM OF RESUPERES SESSIONS
Session 1: Introduction to training to improve physical fitness
Session 2: "Mindful strength training"
Session 3: "Mindful cardio and flexibility"
Session 4: "Team building through cooperative challenges"
Session 5: "Team endurance and strategy"
Session 6: "Movement exploration"
Session 7: "Obstacle course and problem solving"
Session 8: "Leadership through challenge and endurance"
Session 9: "Communication and team dynamics"
Session 10: "World dance fitness"
Session 11: "Cultural sports and games"
Session 12: Evaluate your physical condition

TOPIC 4

Performing Arts for Building Resilience

TOPIC 4. PERFORMING ARTS FOR BUILDING RESILIENCE

4.1. Corporal Expression And Dance For Building Resilience

4.1.1. Benefits of engaging in corporal expression and dance for building resilience

4.1.2 Personal development or third generation tools that contribute towards greater resilience

4.1.3. RESUPERES intervention proposal for building resilience through corporal expression and dance

4.2. Music For Resilience Building

4.2.1. Benefits of performing music for building resilience

4.2.2. Tools and content to build resilience through music

4.2.3. RESUPERES intervention proposal for building resilience through music

Figure 18. Inclusive dance workshop held as part of the pilot study conducted in Granada (Spain)

Topic 4. PERFORMING ARTS FOR BUILDING RESILIENCE

Performing Art, such as theatre, dance, corporal expression and music have a huge influence on **resilience** building in university students Aside from providing opportunities for self-expression and emotional regulation, these disciplines also promote key abilities such as teamwork, communication and adaptability. These are essential for tackling academic and personal challenges. Consult RESUPERES MANUAL https://resuperes.eu/Manual.html (2024).

With regards to resilience, scientific evidence unveils the impact of the performing arts, in terms of that listed below:

- o **Cognitive improvements:** the performing arts stimulate areas of the brain that are associated with creativity and problem solving, both of which are essential abilities pertaining to resilience.

- o **Emotional processing and regulation:** the performing arts enable students to express and explore complex emotions in a controlled creative setting. This helps to alleviate stress and process difficult experience in a constructive way.

- o **Increases self-esteem and confidence:** achieving goals, such as performing a piece of sheet music, acting in a play, playing in a band and finishing a choreography boosts confidence in one's own abilities.

- o **Social skill development:** participating in group activities such as theatre or dance increases empathy, collaboration and the ability to develop support networks.

- o **Promotes creativity and cognitive flexibility:** improvisation work and the creation of scenery teaches students to quickly adapt to changing situations, which is vital for resilience.

- o **Community empowerment:** participating in group activities generates a sense of belonging and mutual support, which are key for facing adverse situations.

- o **Identity building and purpose:** explore role playing and character building through performing arts, go back to the ages, history and culture for which works were written or created. Allow students to reflect on their own identity, values and purpose, and create a sense of identity and community.

Performing Arts are not simply a vehicle for expression but are, also, a practical tool for developing emotional and social skills in university students. These activities make it possible to transform stress and adversity into personal and collective growth.

4.1. Corporal Expression and Dance for Resilience Building

Figure 19. Dance and expression

4.1. Corporal Expression And Dance For Resilience Building

4.1.1. Benefits of engaging in corporal expression and dance for building resilience

Cyrulnik (2009) highlights that art, including the performing arts, corporal expression and dance, contribute significantly to health and wellbeing by promoting processes pertaining to interiorization, self-awareness, self-confidence and expression. Corporal expression and dance, as a form of corporal expression, allows individuals to sensitise their bodies and recognise them as a crucial element for interacting and communicating with the world (Munevar & Díaz, 2009). This standpoint, sustained by research conducted by Mundet et al. (2015), highlights the need for balanced development that harmonises the body with thoughts and emotions.

Inclusion of artistic activities, such as dance, in the academic curriculum, emerges as a powerful tool for promoting holistic development, artistic expression and body movement by offering young people the chance to explore and express their emotions and thoughts in a constructive way (Del Río, 2009).

Scientific evidence can be consulted in the RESUPERES manual https://resuperes.eu/Manual.html (2024).

Figure 20. RESUPERES team during the pilot study conducted in Granada (Spain).

In the social sphere, corporal expression and dance promote cooperation, integration and effective communication in students. Of note is the way in which these practices promote empathy and respect for diversity, preparing students to interact in a healthy and constructive way with society (Molina et al., 2009; Moreno, 2010). Implementation of an educational perspective that integrates these dimensions assures, not only, the training of competent individuals in the academic field but, also,

94

development of well-rounded individuals capable of tackling life challenges with creativity, resilience and social sensitivity (RESUPERES manual, 2024). Specifically, dance, as an element of corporal expression linked to cultural heritage, serves to disseminate traditions and knowledge, whilst, at the same time, playing a crucial role in social development through the spreading of essential human values. It can be used as a tool to get to know others, participate in exchange activities and belong to a community, whilst supporting learning through new and pleasant experiences (Kumar y Nanda, 2022; Wulf, 2008).

Figure 21. Implementation of the subject in Granada (Spain)

4.1.2. Personal development or third generation tools that contribute to build resilience

Corporal expression is an effective tool for resilience building, given that it promotes emotional, social and physical skills through movement. It has many benefits for participants, helping them to recognise and manage their emotions, boost their self-esteem and confidence in themselves, encourage teamwork, establish meaningful social bonds, and help one adapt to changing situations and overcome physical and emotional challenges.

Key content that contributes towards strengthening resilience and was included within the activities program following consultation of relevant literature, includes:

1. Games and expressive dynamics

Objective: Promote confidence, teamwork and emotional relatedness.

- *Imitation and mirroring:* Activities in pairs in which participants imitate movements performed by their partner.
- *Role play*: Representation of different characters in order to explore challenging emotions and situations.
- *Group trust dynamics***:** Examples include trust falls or support exercises.

2. Emotional expression through the body

Objective: Facilitate the recognition and management of emotions.

- *Symbolic movements:* Use the body to express emotions such as joy, sadness or anger.
- *Body stories*: Narrate real or fictitious situations through gestures and postures.
- *Space exploration*: Relate emotions with the use of space (broad movements to express freedom, closed movements for introspection).

3. Conscious and fluid movement

Objective: Reduce stress and connect with the present moment.

- *Dynamic yoga:* Integrate soft postures with fluid movement sequences.
- *Somatic exploration:* Focus on the way in which each movement of the body feels.
- *Free movement to music*: Allow the body to flow in time with rhythms and emotions.

4. Group contact and interaction

Objective: Promote empathy, mutual support and collaborative working.

- *Contact improvisation*: Dance or move in pairs exploring points of physical contact.
- *Group binding dynamics:* Synchronised movements or creation of collective figures.
- *Cooperative games*: Activities that require synchronisation and non-verbal communication.

5. Theatre and corporal dramatization

Objective: Simulate adverse situations for them to be overcome in a safe setting.

- *Staging challenges*: Represent day-to-day challenges and search for creative solutions as a group.
- *Theatrical improvisation*: React to unexpected stimuli through movement.
- *Creation of collective stories*: Use bodily movements to narrate shared experiences.

6. Creative dance

Objective: Facilitate self-discovery and emotional release.

- *Improvisation through movement*: Stimulate creativity through spontaneous movements in line with music or emotions.

- *Thematic dance:* Representation of adverse situations and overcoming them through movement.
- *Group choreography*: Promote cohesion and shared goal achievement through the creation of group routines.

7. Improvisation and creativity

- *Free exploration:* Allow participants to move spontaneously in tune with music or emotional stimuli.
- *Creative responses to challenges*: Give instructions such as "represent the rain with your body" in order to promote adaptation and creativity.
- *Group improvisation***:** Create collaborative movements in response to specific emotions or themes.

8. Thematic choreographies

- *Stories of overcoming*: Designing choreographies based on narratives of coping and overcoming adversity.
- *Emotional expression*: Choreographies that represent emotions such as fear, hope and joy.
- *Collection creation*: Group construction of choreographies, which favour communication and group cohesion.

9. Dance therapy and emotional awareness

- *Movements linked with emotions*: Represent the way in which emotions affect the body and vice versa.
- *Body-mind connection*: Use gentle and rhythmical movements as a means of relaxing and focusing the mind.
- *Emotional release:* Dancing to release accumulated tension and increase stress management capacity.

10. Group dance and cooperation

- *Synchronised movements*: Dancing together in synchrony in order to strengthen the sense of belonging.
- *Collective rhythms*: Create group choreographies based on simple rhythmic patterns.
- *Support dynamics*: Movements in pairs or groups that require trust, such as carrying or holding others.

11. Specific styles of dance

- *Contemporary dance:* Ideal for expressing personal emotions and narratives.
- *Folkloric or traditional dances*: Reinforce cultural identity and the sense of community.
- *Urban dances:* Promote personal expression and creativity within a structured rhythmic framework.

12. Narrative and dance

- *Creation of stories using the body*: Use movement as a means of telling stories of resilience.
- *Symbolism of movement*: Explore the way in which certain movements represent key emotions or moments.
- *Theatre through dance*: Integrates theatrical elements in order to add narrative depth to movement.

Working through corporal expression and dance helps students to build greater **self-esteem, empathy and coping skills**, all of which are essential for resilience. Allowing students to explore and express their emotions through movement improves their ability to adapt to adverse situations and boost their basic wellbeing. This makes it an integrative tool, which enables the body, mind and emotions to work together in support of building **comprehensive resilience**.

4.1.3. RESUPERES intervention proposal for building resilience through corporal expression and dance.

The following **Intervention proposal** and RESUPERES Program designed and created by the Professors from the Granada University and RESUPERES Team, Padial, García-Pérez and Cepero. (Padial et al., 2025):

- Objective: Build and strengthen resilience, via an activities program targeting university students and teaching staff, that is based on corporal expression and dance.
- Equip students and teachers with useful tools that are easy to integrate into daily routines targeting improved mental wellbeing

- Content:

A) Specifics of corporal expression and dance - Corporal expression and dance choreography techniques.

B) Resilience constructs worked on in these sessions include creativity, mindfulness (focus), leadership, teamwork and cultural heritage.

- Intervention elaboration and procedure:

- Programming: 12 sessions (the first, 1 for Introduction, and the last, the 12 for evaluation)

- Timing of sessions: Total 10, one or two sessions will be delivered each week a period of five weeks, depends on the organization of each university.

- Materials and facilities:

- Material: Mat, music player, Spotify, balloons, different materials.
- Facilities: Corporal Expression and Movement Classroom M2 within the Faculty of Education Sciences at UGR

- Target audience: students and university staff.

- Activity timeline

Corporal Expression and Dance e-learning module content delivered via the RESUPERES webpage:

Course: Module 5 - Corporal Expression & Dance | resuperesLMS

Table 6. Corporal Expression & Dance, and Resilience Program

PROGRAM OF RESUPERES SESSIONS
Session 1: How can we improve resilience through corporal expression and dance?
Session 2: "Introduction to dance and personal self-awareness"
Session 3: "Learning and creating movement. Knowing the space!"
Session 4: Learning and creating movement. Feeling the rhythm!"
Session 5: "Movement, expression and emotions"
Session 6: "Feeling the emotion"
Session 7: "Dance theatre and resilience"
Session 8: "Dances from around the world""
Session 9: " Urban dances"
Session 10: "New forms of corporal movement. Animal flow"
Session 11: "Exergames: Just Dance and Dance Revolution".
Session 12: What did you learn?

4.2. Music for Resilience Building

4.2. Music For Resilience Building

4.2.1. Benefits of performing music with regards to resilience building

Music is a powerful tool for building resilience, given that it combines emotional, cognitive and social elements that help individuals face and overcome challenges. Through its capacity to connect with emotions, awaken creativity and promote social cohesion, music offers a key resource for personal and collective empowerment (theoretical basis and relevant published scientific literature reviewed in the RESUPERES manual, 2024). For this reason, we outline below some of the main benefits of music in terms of resilience:

1. Emotional regulation: Listening to or creating music enables complex emotions to be processes, in this way, reducing anxiety and stress.

2. Expression and communication: Music provides a medium through which feelings that are difficult to put into words can be expressed, which helps the release of emotional tension.

3. Sense of achievement: Leaning to play an instrument or finish a musical composition boosts self-esteem and trust in one's own abilities.

4. Social cohesion: Participating in group musical activities encourages teamwork, mutual support and sense of belonging.

5. Improves mood state: Listening to happy or upbeat music can lift mood and renew hope during difficult times.

4.2.2. Tools and content employed through music to build resilience

Key content for strengthening resilience, included in the activities program, pertain to the following (Torleiv, 2025):

1. Creation of personalised songs

- Objective: Help people reflect on their experiences and turn them into something positive.
- How to run the activity:
  - Guide participants to write lyrics about difficult situations they have overcome.
  - Compose a simple melody to accompany the lyrics.
  - Share songs in a safe environment, reinforcing self-expression and mutual support.

2. Group music therapy

- Objective: Use music to process emotions and strengthen social relatedness.

- How to run the activity:
  - Incorporate exercises such as group drumming, vocal improvisation or active listening using meaningful songs.
  - Reflect on the way in which music helps to tackle challenges.
  - Reiterate the importance of working together supporting each other mutually.

3. Resilience playlist (resource included on the RESUPERES app)

  - Objective: Create a personal resource to inspire and motivate during difficult times.
  - How to run the activity
    - Request participants to choose songs that make them feel strong, optimistic or calm.
    - Share playlists within the group in order to encourage the exchange of ideas and emotional resources.

4. Musical improvisation

  - Objective: Promote creativity and the ability to adapt to change.
  - How to run the activity:
    - Use simple instruments (drums, keyboard, etc.) to improvise music in the group.
    - Promote exploration without the fear of making mistakes, calling attention to the value of flexibility and experimentation.

5. Meditation with music

  - Objective: Reduce stress a develop mindfulness skills.
  - How to run the activity:
    - Listen to relaxing or instrumental music whilst performing conscious breathing exercises.
    - Reflect on the way in which music affects emotional state and the ability to stay present.

6. Drum circle

  - Objective: Promote cooperation, teamwork and group synchronisation.
  - How to run the activity:
    - Provide drums, tambourines or other percussion instruments.
    - Guide the group to create rhythms together, highlighting the contribution made by each member of the group to the overall product.
    - Emphasise the importance of mutual support and non-verbal communication.

7. Composition of a group "resilience song"

  - Objective: Create an anthem that deals with overcoming and teamwork.

  - How to run the activity:

    - Facilitate elaboration of word maps of positive phrases or messages.
    - Put these ideas into a song that represents group resilience.
    - Perform the song together in order to reinforce the sense of community.

All of the abovementioned tools and tasks support individuals to develop the following:

  - Emotional development: Process difficult emotions constructively.
  - Social empowerment: Create meaningful bonds that support collective wellbeing.
  - Practical skills: Cultivate patience, discipline and creativity.
  - Adaptation to change: Improve the ability to face new or unforeseen situations.

In summary, music is more than just another mode of training, as it is also a powerful tool for building emotional, mental and social resilience. Through dynamic and participatory musical dynamics, individuals can be equipped to tackle challenges with strength and hope.

4.2.3. RESUPERES intervention proposal for building resilience through music

The following **Intervention proposal** and RESUPERES Program designed and created by Professor Furnes, from RESUPERES Team Norway (HVL), University of Bergen (Furnes, 2025):

- Objective: Build and strengthen resilience through an activities program targeted towards university students and teaching staff that is based on the teaching of music from an emotionally self-aware standpoint.

- Equip students and teaching staff with a useful tool that is easy to integrate into daily routines as a means of improving mental wellbeing
- Train attention and work on mindfulness skills
- Improve self-awareness
- Improve capacity for emotional management
- Improve wellbeing.

- Content:

  A) Specifics of music - Music therapy techniques…

B) Resilience constructs worked on in these sessions include creativity, mindfulness (focus), leadership, teamwork and cultural heritage.

- Intervention elaboration and procedure:

- Programming: 12 sessions (the first, 1 for Introduction, and the last, the 12 for evaluation)

- Timing of sessions: Total 10, one or two sessions will be delivered each week a period of five weeks, depends on the organization of each university.

- Materials and facilities:

- Materials: Instruments, music player, Spotify, different materials.
- Facilities: Musical Expression and Movement Classroom M2 within the Faculty of Education Sciences at UGR.

- Target audience: students and university staff.

- Activity timeline

Music e-learning module content delivered via the RESUPERES webpage: Course: Module 9 - Music | resuperesLMS

Table 7. Music and Resilience Program

PROGRAM OF RESUPERES SESSIONS
Session 1: Introduction "Overcome Adversity Together through Music".
Session 2: "Tune In".
Session 3: "Musical Content".
Session 4: "Being Alert".
Session 5: "Catching the Rhythm".
Session 6: "Emotional Contagion".
Session 7: "Visual Imagination".
Session 8: "Musical Memories"
Session 9: " Musical Expressiveness".
Session 10: "Self-awareness".
Session 11: "Stay Tuned".
Session 12: What have you learned?

TOPIC 5

Narrative Arts for Resilience Building

TOPIC 5. NARRATIVE ARTS FOR RESILIENCE BUILDING

5.1. Autobiographical training for resilience building

5.1.1. Benefits of using autobiographical training to build resilience

5.1.2 Tools and content applied through autobiographical training to build resilience

5.1.3. RESUPERES intervention proposal for building resilience through autobiographical training

5.2. Cultural heritage interpretation for resilience building

5.2.1. Benefits of engaging in cultural heritage interpretation with regards to resilience building

5.2.2. Tools and content employed when performing cultural heritage interpretation to build resilience

5.2.3. RESUPERES intervention proposal for building resilience through cultural heritage interpretation

Figure 22. RESUPERES team during the pilot study in Granada (Spain).

Topic 5. NARRATIVE ARTS FOR RESILIENCE BUILDING

Narrative arts (such as creative writing, autobiography, oral storytelling, theatre, personal accounts) are fundamental tools for building **resilience**. These artistic forms, not only, enable difficult emotions and experiences to be expressed but, also, promote self-comprehension, creativity and personal empowerment.

1   Relationship between narrative arts and resilience

1. **Emotional processing:** Writing or telling stories allows one to reflect and give meaning to their painful experiences, transforming trauma into a tale of overcoming.

2. **Identity reinforcement:** Through narrating or composing accounts, people are able to express who they are, define values and develop a sense of purpose.

3. **Cognitive restructuring capacity:** Creating stories promotes a change in perspective, encouraging adversity to be reinterpreted as a learning opportunity.

4. **Social relatedness:** Shared storytelling generates empathy and solidarity, which reinforces the support networks that are essential for resilience.

5. **Creative expression:** Enables emotions and frustrations to be channelled in positive ways, helping to reduce stress.

The aforementioned aspects must be included within the academic curriculum, given that they have a huge impact on the aspects summarised below:

- **Emotional wellbeing:** Narrative activities provide an escape valve through which stress and emotions can be processes.

- **Interpersonal skills:** Shared storytelling reinforces relationships and creates a sense of mutual support.

- **Coping skills:** Writing and reflecting on past challenges helps one elaborate effective strategies for managing future problems.

- **Cultural resilience:** In multicultural contexts, storytelling helps students to explore and reconcile their cultural identity, promoting greater integration and wellbeing.

5.1. Autobiographical Training for Resilience Building

Figure 23. RESUPERES team during the pilot study in Naples (Italy).

5.1. Autobiographical Training For Resilience Building

5.1.1. Benefit of autobiographical training for resilience building

Autobiography training and life stories are qualitative methodologies in which education is perceived as a life project and process of meaning creation, given that they both stimulate the abilities of reflection and self-reflection. This enables these tools to have an active influence on personal projective tendencies (Sirignano et al., 2016). Reflecting on one's own experiences allows them to see themselves from an outside perspective and bear witness to their own actions, mistakes, misfortunes, suffering, joys, lies, illnesses and pleasures. This promotes reconciliation with oneself, whilst, at the same time, encouraging a better understanding of others.

The following benefits or key aspects related with autobiographical education and life stories stand out:

- Facilitates achievement of cognitive and educational goals through empowerment of individual subjectivity.
- Responds suitably to the procedural and transformative dimension that underlies every authentic educational journey.
- Reconnects with construction of a horizon of meaning within which the life project dimension sits.
- Permits awareness acquisition and provides the opportunity to redefine the life pathways and events that have characterised and continue to characterise individual lives.
- Prioritise understanding of phenomena pertaining to abstract and quantitative explanations.
- Reveals cognitive mechanisms and brings to light the "theories" and implicit knowledge possessed by individuals, consequently enabling mental attitudes to be modified.
- Supports individuals and identifies existing dynamic connections between cognitive, affective, moral and emotional dimensions of knowledge.
- Promote emancipation by allowing individuals to speak and confirm their existence in the social context.
- Enables individuals to fully form themselves, providing them with a narrative in which a bridge can be built between the past and the present. This equips individuals with cognitive skills to map out their future.

In this way, autobiographical storytelling and composition of life stories promotes skills that are closely linked with resilience capacity.

Figure 24. Tree of life, Students in the Implementation Resuperes Subject Italy

> **Social skills**: the chance to listen to various stories on a topic or a piece of somebody's life drives construction of a "shared truth" which, in turn, develops critical conscience, listening ability, the tabling of dialogue and co-construction of meaning. Sharing experiences, representations and interpretations can boost self-esteem through "reassessment of one's own past". Engaging with others and sharing stories, feelings and views of the world helps one to reflect on the dynamic of their interpersonal relationships and promotes social skill development in the workplace and in the professional context (Sirignano, 2012).

> **Coping and problem solving:** through storytelling and autobiographical methods, it is possible to raise awareness of the mechanisms related with thought and mentalisation processes. This brings one in touch with their mental state, whether negative or positive, helping them to exert control over it. The cognitive style used to interpret events can be oriented towards development of positive thinking and proactive coping (Malaguti, 2005). Writing, by promoting the habit of focusing attention on elements and content under study, are capable of reducing intrusive thoughts, freeing up and improving work memory. This increases the ability of individuals to focus when solving problems (Klein, 2002; Klein & Boals, 2001).

> **Autonomy:** boosted by developing self-knowledge whilst recognising one's own abilities and limits, being able to tap into personal resources, participating in cultural decentralisation, developing critical and self-critical thinking, reflecting on personal epistemological assumptions, uncovering authenticity, grounding oneself in personally motivated judgement that goes beyond external cultural influences.

- **Sense of purpose and future:** developed through recollection and expression of personal life experiences, analysis of perspectives steering decisions, and recognition of personal expectations and resources. The use of meaningful narrative makes it possible to draw a straight line that connects the past, present and future.

- **Self-esteem:** boosted by reasserting goals and skills through personal storytelling, and overcoming negative thinking through tales of personal success.

5.1.2. Tools and content employed through autobiographical training for building resilience

Autobiographical training is focused on using personal experiences as tools to reinforce **resilience**. Through reflecting on one's life story and reinterpreting past experiences, coping skills are developed, alongside a stronger sense of identity and purpose. Next, tools and content that can be used and are included in the program of practical content are illustrated:

1. **Narration of personal stories**

   o Guided reflection on significant life events (both positive and negative).

   o Identification of challenges that have been overcome and the strengths developed in the process.

   o Use guided questions:

     ▪ What did you learn from this experience?

     ▪ How did it make you stronger?

     ▪ What internal or external resources did you use?

2. **Reflective writing**

   o **Personal diaries:** Write regularly about emotions, thoughts and experiences.

   o **Symbolic letters:** Write letters to oneself in the past or future.

   o **Narrative restructuring:** Rewrite a difficult event through the lens of personal growth.

3. **Visualisation techniques**

   o Mentally recreate significant experiences in order to reinterpret them from the perspective of resilience.

   o Visualise future achievements based on acquired strengths.

4. **Personal timeline**

   o Trace a time line of one's life in which important events are identified and mark those that represented challenges and achievements.

   o Use colour to signify the emotions associated with each event.

5. **Role-playing or dramatization**

   o Staging of key moments from one's past in order to explore them from other perspectives.

   o Incorporate elements of corporal expression in order to emphasise emotions and overcoming.

6. **Analysis of strengths and resources**

   o List the abilities, values and internal resources that have helped at difficult times.

   o Reflect on the way in which that listed could be used to tackle future challenges.

Working on the content outlined above is expected to produce outcomes such as greater ability to interpret challenges as learning opportunities and reinforce emotional and mental coping skills. In autobiographical training, an empowered and positive personal story is elaborated, which increases confidence in the ability to overcome adversity. This makes it a powerful tool for resilience building, given that it enables life experiences to be reinterpreted, turning the focus onto personal growth and positive adaptation.

5.1.3. *RESUPERES intervention proposal for building resilience through autobiographical training.*

The following **Intervention proposal** and RESUPERES Program designed and created by the Professors Sirignano, Paolozzi, Ercolano, and Maddalena, RESUPERES Team Italy, from UNISOB, Naples University (Sirignano et al, 2025):

Objective: Build and strengthen resilience through an activities program targeted towards university students and teaching staff that is based on the use of autobiographical training.

   - Equip students and teaching staff with a useful tool that is easy to integrate into daily routines and improve mental wellbeing

- Content:

   A) Specific autobiographical training techniques…

B) Resilience constructs worked on in these sessions include creativity, mindfulness (focus), leadership, teamwork and cultural heritage.

- Intervention elaboration and procedure:

- <u>Programming:</u> 12 sessions (the first, 1 for Introduction, and the last, the 12 for evaluation)

- <u>Timing of sessions</u>: Total 10, one or two sessions will be delivered each week a period of five weeks, depends on the organization of each university.

- Materials and facilities:

- Material: musical Instruments, mobile to Spotify

- Facilities: Movement Classroom M2 and classrooms with internet connection within the Faculty of Education Sciences at UGR

- Target audience: students and university staff.

- Activity timeline

Autobiographical Training e-learning module content delivered via the RESUPERES webpage: [Course: Module 2 - Autobiographical Training | resuperesLMS](#)

Table 8. Autobiographical Training and Resilience Program

PROGRAM OF RESUPERES SESSIONS
Session 1: "Overcoming Adversity Together through Autobiographical and Life Story Methods"
Session 2: "Self Portrait"
Session 3: "Art, Autobiography and Self-Knowledge"
Session 4: "Change and Metaphors"
Session 5: " Exquisite Corpse"
Session 6: "Emotion Control"
Session 7: "The 'Casita' [Little House] of Resilience"
Session 8: "Storytelling and Creativity"
Session 9: "Commemoration"
Session 10: "Narrating Emotions"
Session 11: "The 'Casita' [Little House] in the Workplace"
Session 12: What have you Learned?

5.2. Heritage Interpretation for Resilience Building

5.2. Heritage Interpretation For Resilience Building

5.2.1. Benefits of engaging in cultural heritage interpretation as a means of building resilience.

Cultural heritage interpretation plays a crucial role in resilience building, given that it offers an incalculable resource that is related with cultural identity, social support and the spreading of traditional values and wisdom. This contributes significantly to the capacity of individuals and communities to adapt and thrive during difficult times (consult the literature review presented in the RESUPERES manual, 2024). In this sense, cultural heritage interpretation contributes to:

- **Identity and sense of belonging:** Cultural heritage provides a solid basis of personal and collective identity. Belonging to a culturally significant group potentiates the sense of identity and belonging. This connection with culture and traditions helps people to maintain a stable identity and feel like they form part of a community, which is crucial for resilience. At times of crisis, this cultural identity acts as a psychological resource that increases the ability of individuals to face up to challenges.

Figure 25. RESUPERES team during the pilot study in Naples (Italy)

- **Social support and community networks:** Social support is an essential component of resilience. Cultural heritage is key for laying the basis of robust community groups,

115

highlighting that these have a positive impact on health and wellbeing. Cultural practices, ceremonies and community events promote social cohesion and mutual support, creating an environment in which individuals feel supported and connected (Berkman & Glass, 2000).

- **Resilience and cultural adaptation:** Resilience is manifested in different cultural contexts. Cultural practices and values provide unique standard frameworks for tackling adversity. Cultural traditions and coping styles passed down from generation to generation strengthen adaptation capacity and resistance to challenges (Ungar, 2008).

- **Transmission of traditional values and wisdom:** The transmission of traditional values and wisdom through cultural heritage reveals the way in which shared cultural practices and values provide a sense of purpose and direction. This helps individuals to tackle adverse situations from a solid foundation of knowledge and experience (Chirkov et al., 2003, 2005).

- **Cultural practices as psychological resources:** Cultural practices and rituals offer important psychological resources that provide a sense of control and hope. Engagement in rituals and cultural traditions can provide emotional relief and strength during difficult times (Miller, 1976).

- **Culture and stress management:** The way in which different cultures manage stress and emotional distress provides unique and different perspectives from which to manage extreme situations that, ultimately, build resilience (Kleinman & Good, 1985).

- **Rituals and coping exercises:** Rituals and cultural practices act as effective coping mechanisms. Evidence reveals that such rituals help individuals to take on adversity and stay resilient, reinforcing a sense of community and personal resilience (Kirmayer & Minas, 2000).

An example that underscores the way in which cultural heritage affects resilience comes from indigenous communities, which often exhibit robust resilience, partly due to their connection with cultural heritage and traditional practices. The conservation of ancestral languages, rituals and knowledge contributes to their capacity to face up to external challenges and preserve cultural identity.

5.2.2. *Tools and content applied through cultural heritage interpretation for building resilience*

Following review of pertinent documents, effective tools and content to build and strengthen resilience through cultural heritage interpretation were employed through the following tasks and activities, which formed part of the course's program of practical content:

116

1. Cultural stories and narrative, with the aim of strengthening cultural identity and learning from the past, resilience is promoted through connecting with the community's history and identifying the cultural strengths passed down from generation to generation. Tasks are incorporated in which participants share traditional stories about their communities or families. Stories may focus on the way in which previous generations overcame adversity, in addition to financial challenges, displacement and social change.

Figure 26. RESUPERES team in the pilot study in Naples (Italy)

2. Traditional craft workshops, with the aim of conserving traditional abilities and promoting self-expression, resilience is built through learning skills that require concentration and perseverance whilst connecting with cultural heritage. Tasks or workshops in which individuals learn to create traditional crafts, such as textiles, ceramics, carving and embroidery. Throughout the process, values and teachings transmitted through the pieces are discussed. These may include patience, dedication and teamwork.

3. Rituals and community ceremonies, aims to promote community cohesion and keep traditions alive, instil a sense of belonging, and provide space to process and overcome difficulties as a group. This includes tasks or events that celebrate traditional rituals or ceremonies, such as festivities, dances, religious ceremonies and giving thanks to nature. Such events help individuals to keep in touch with their roots and draw strength from their community and from shared practices.

4. Traditional cooking workshop, with the aim of promoting the passing on of intergenerational knowledge and strengthening the link between generations and sense of continuity, at the same time of teaching practical skills and encouraging collaboration. Workshops in which community elders teach the youngest to prepare traditional meals. During meal preparation, participants can share stories about the importance of these dishes in times of crisis or for family celebrations.

5. Conversation circles on cultural resilience, with the aim of reflecting on the role of cultural heritage in relation to overcoming challenges, strengthening emotional and mental resilience in connection with personal experiences through general cultural stories and traditions. Conversation circle tasks in which participants discuss ways in which the cultural heritage of their community has been a strength during difficult times. These meetings can be facilitated by community leaders or local experts who share teachings on resilience.

6. Visits to cultural heritage sites, with the aim of reconnecting with the past through physical places, reinforcing the sense of belonging and appreciation for cultural legacy. This provides a reference framework for tackling real challenges. Walks or workshops during visits to historic sites, monuments, ruins or natural heritage grounds. During these visits, participants can learn about the historic importance of these places and the way in which previous generations used them as sources of strength and protection.

7. Music and traditional singing, with the aim of using music as a tool for healing and strength. By connecting with one's cultural roots through singing or music, participants can find solace and strength. Arrange sessions in which traditional songs are sung or traditional music is played. Music can be used to tell stories of struggle and overcoming, or can bring communities together at times of crisis.

8. Intergenerational projects targeting cultural heritage, which aim to promote intergenerational learning and sense of community, and promote resilience connecting generations and passing down knowledge. At the same time, this reinforces cultural identity and social cohesion. Create a project or task in which young people work alongside older individuals to document cultural traditions, such as stories, songs, recipes and legends. Such projects can end in the creation of a book, a recording or a community presentation.

9. Exploration of cultural symbols of resilience, with the aim of identifying symbols of resilience and overcoming inherent to a given culture. This strengthens personal and community resilience through identification of shows of strength within the cultural context, providing a model based on

which adversity can be addressed. Research and dissemination tasks regarding the symbols or figures, inherent to a given cultural heritage, that represent resistance and overcoming. These may include national heroes, mythological figures and natural elements (mountains, rivers, etc.). Following this, participants can create works of art or stories about these symbols.

10. Documentaries or short films about cultural resilience, with the aim of reflecting on the way in which culture has been a source of strength through visual means and drives participants to see their culture as a source of strength, connecting visual narratives with their own story and experience. Organise the creation or viewing of documentaries that highlight the way in which communities have used their cultural heritage to tackle crises or difficult times. Next, debates can be arranged to reflect on the lessons learned.

In conclusion, the interpretation of cultural heritage is an invaluable resource for resilience building. Thus, practical application proposals are needed for the university context. Such proposals may include cultural regeneration in urban zones, rural contexts, universities, communities, etc., given that, through cultural identity, social support, the passing down of values and wisdom and coping exercises, cultural heritage provides a solid foundation for tackling and overcoming challenges. Connecting with one's cultural heritage increases the capacity of individuals and communities to adapt and thrive, highlighting the importance of preserving and valuing cultural traditions as an essential pillar of wellbeing and personal and collective strength.

5.2.3. RESUPERES intervention proposal for resilience building through cultural heritage interpretation

The following **Intervention proposal** and RESUPERES Program designed and created by Sirignano, Paolozzi, Maddalena and Ercolano, from RESUPERES Team Italy (UNISOB), Naples University (Sirignano et al., 2025):

- Objective: Build and strengthen resilience through an activities program targeted towards university students and university staff that is based on training cultural heritage interpretation from an emotional self-awareness perspective.

- Equip students and teaching staff with a useful tool that is easy to integrate into daily routines and improves mental wellbeing.

- Content:

A) Specifics of cultural heritage interpretation.

B) Resilience constructs worked on in these sessions include creativity, mindfulness (focus), leadership, teamwork and cultural heritage.

- Intervention elaboration and procedure:

- Programming: 12 sessions (the first, 1 for Introduction, and the last, the 12 for evaluation)
- Timing of sessions: Total 10, one or two sessions will be delivered each week a period of five weeks, depends on the organization of each university.

- Materials and facilities:

- Material: History books, films, card, paper, pens, colours…
- Facilities: Musical Expression and Movement Classroom M2 and standard classrooms with internet connection within the Faculty of Education Sciences at UGR

- Target audience: students and university staff.

- Activity timeline

Cultural Heritage Interpretation e-learning module content delivered via the RESUPERES webpage:

Course: Module 6 - Heritage interpretation | resuperesLMS

Table 9. Heritage Interpretation and Resilience Program

PROGRAM OF RESUPERES SESSIONS
Session 1: "Overcoming Adversity Together through Cultural Heritage Interpretation"
Session 2: " Art and Universal Feelings"
Session 3: " The Herbarium of my Existence"
Session 4: "Sense of Humor"
Session 5: " Narrating Emotions with clay"
Session 6: "Promoting Heritage"
Session 7: "The Tent"
Session 8: "Komorebi: Appreciating Life through Lights and Shadows"
Session 9: " My Emotions Gallery"
Session 10: " Locus Amoenus"
Session 11: "Seeing, Searching - Between Narration and Mythobiography"
Session 12: What have you learned?

TOPIC 6

Visual Arts for Building

Resilience

Topic 6. VISUAL ARTS FOR BUILDING RESILIENCE

6.1. Painting: Emotions and creativity for resilience building

6.1.1. Benefits of painting, via emotion and creativity, for resilience building

6.1.2. Tools and content applied through painting to build resilience

6.1.3. RESUPERES intervention program for building resilience through painting

6.2. Photography and communication for resilience building

6.2.1. Benefits of photography from the standpoint of communication with regards to resilience

6.2.2. Tools and content applied through photography to build resilience

6.2.3. RESUPERES intervention program for building resilience through photography

Figure 27. RESUPERES Manual (Calado, P.)

123

Topic 6. VISUAL ARTS FOR RESILIENCE BUILDING

The visual arts (painting, photography, architecture, sculpturing…) are powerful tools for promoting resilience in university students, given that they enable creative expression, emotional exploration and the development of essential skills for tackling challenges. Activities such as painting, drawing, photography and graphic design, not only, promote emotional wellbeing but, also, drive reflection and personal growth. Thanks to mobile devices, this art from is almost always within reach.

Inclusion of visual arts within the university curriculum for resilience building brings about benefits in terms of the improvements outlined below:

- **Emotional processing and wellbeing:** artistic activities allow students to express difficult emotions that may be difficult to put into words, facilitating stress and anxiety management and, therefore, improving psychological wellbeing.

- **Self-efficacy development:** finishing a piece of art, regardless of its technical quality, boosts confidence in one's own capacity to overcome challenges.

- **Encourages introspection:** creating visual art provides a space in which students can reflect on their personal experiences, helping them to reframe adverse situations from a positive perspective.

- **Stress reduction:** repetitive and meditative visual activities, such as colouring in mandalas or doodling, induces a state of calm and focus.

- **Increases creativity and problem solving:** artistic creation promotes cognitive skills that are important for reframing adversity and finding innovative solutions.

- **Social and community relatedness:** engaging in group artistic projects generates a sense of belonging and encourages mutual support between students.

- **Cultural connectedness:** visual arts enable students to explore and express their cultural identity, reinforcing their sense of belonging and cultural resilience.

- **Instils hope:** visual representation of goals or desires can motivate students to tackle challenges with optimism.

A vast array of activities exist that help to promote resilience and are simple to perform yet are rich in depth. Some examples are listed below:

- **Visual emotion diary:** Students can use drawings, collages or paintings to represent how they feel on given days. This promotes self-expression and self-knowledge.

- **Creation of mandalas:** Drawing and colouring in mandalas helps students to focus on the present, reduces stress and promotes emotional stability.

- **Narrative photography:** The use of photography to tell personal stories, focusing on times of overcoming or gratefulness, can reinforce a positive perspective.

- **Resilience collage:** Creating collages that represent internal and external resources helps students to overcome challenges.

- **Community art:** Group murals or visual projects can be elaborated to address topics such as resilience, diversity and collaboration.

- **Intuitive painting:** Allow students to paint freely, without concern for the final outcome, in order to release emotions and promote self-acceptance.

Thus, visual arts benefit students, not only, in terms of their mental health but, also, by providing them with practical tools that they can employ to build resilience in their academic and personal lives. Conclusion of such practices within the university setting could have a truly transformative impact on general wellbeing.

Figure 28. Emotion of Fado, Inês, mixed method on paper. Proyecto RESUPERES pilot study C2.2 Portugal

125

6.1. Painting: Emotion and Creativity for Resilience Building

Figure 29. Art and emotion (Resuperes Team in Mueum of Tavira, Portugal)

6.1. Painting: Emotion And Creativity For Resilience Building

6.1.1. Benefits of painting (Art), via emotion and creativity, with regards to resilience building

How can creativity and art make us more resilient? In response to this question, Aguilar states that "*there is another way of cultivating resilience that is often ignored and it is through boosting our creativity*". According to this author, "*creativity and play unlock internal resources for dealing with stress, solving problems and enjoying life. When we are creative, we are more ingenious and we solve problems in new and original ways, which feeds our courage. Our thinking expands, as does our connection with ourselves and with others*" (Aguilar, 2018). Mártires, M. (2025), writing in RESUPERES Manual, summarises that:

- Art has the capacity to help us to be resilient by providing a sense of autonomy, self-esteem and self-expression (Mártires, M., 2024).

- Outputs from activities pertaining to artistic creation and the creative process can bring about personal healing and growth (Art Therapy Resources, 2022).

- Creative thinking is essential for problem solving (Prescott et al., 2008).

- Creative individuals tend to be more autonomous, self-sufficient, independent, assertive, self-accepting, ingenious, emotionally sensitive and take more risks (Malchiodi, 1998)

- In creative people, skills revolve around being innovative, flexible, having a good self-image, associating different types of ideas, being persistent... all of this flows into their capacity to be resilient (Silva & Motta, 2017)

Next, the main benefits of painting are described in terms of resilience building from an emotional and creative standpoint:

With regards to emotional benefits, painting promotes:

- **Emotion management**

  o Allows difficult emotions to be expressed and processes. Such emotions include stress, anxiety and fear. This promotes a healthy release of emotions.

  o Helps students recognise and channel feelings through colours, shapes and textures.

127

- **Stress reduction**

  o The repetition of movements and focusing on the activity has a meditational effect, reducing stress and inducing calm.

- **Boosting self-esteem**

  o Creating a unique piece of art boosts confidence in personal abilities, improving perceptions of self-efficacy.

- **Connecting with the present (mindfulness)**

  o Painting helps to anchor the mind to the present moment, promoting complete focus and disconnection from external worries.

- **Safe emotional discovery**

  o Offers a safe space in which to explore emotions that may be difficult to put into words.

With regards to creative benefits, the following emerge:

- **Problem solving**

  o Requires making continuous decisions regarding colours, shapes and compositions, developing skills related with creative problem solving.

- **Promotes cognitive flexibility**

  o Through experimenting with techniques, styles or materials, the ability to adapt to change and explore new perspectives is developed.

- **Stimulates imagination**

  o Painting allows abstract ideas to be visualised and merged, boosting creativity as a tool for overcoming challenges.

- **Innovation and divergent thinking**

  o Encourages the seeking of unconventional solutions, strengthening the ability to think outside of the box.

Painting, through the combination of creativity and emotion, becomes an accessible and effective pathway towards building and strengthening resilience, thereby promoting comprehensive wellbeing.

6.1.2. Tools and content applied through painting (Art) for building resilience

Here, we outline the creative content and activities, which serve as art-based tools targeted towards equipping students with the skills required to tackle adversity effectively, which are included within the RESUPERES practical program:

- ☐ **Visual emotions diary**
  - Keep a diary in which daily emotions are gathered through paintings.
  - Incentivise the use of colours and shapes that represent emotional states and, in this way, promote self-reflection.

- ☐ **Free painting techniques**
  - Facilitate unrestricted exploration in order to express feelings spontaneously and without judgement.
  - Use tools such as sponges, large brush strokes and, even, hands as a means of exploring.

- ☐ **Painting based on metaphors**
  - Visually represent difficult situations using symbolic images (for example, a tree that emerges even stronger after a storm).
  - Promoting the reframing of adverse experiences as opportunities for growth.

- ☐ **Colour therapy**
  - Explore the relationship between colours and emotions, working with tones that represent calmness, hope or strength.
  - Paint mandalas or other repetitive figures in order to induce a state of meditation and relaxation.

- ☐ **Collective creation**
  - Participate in group murals or painting that reflect overcoming shared challenges.
  - Promote teamwork and emotional relatedness with others.

- ☐ **Narrative restructuring techniques**
  - Paint and adverse experience in two stages, namely, the initial situation and the way in which it was overcome or reframed.
  - Promote a change in perspective in order to recognise personal strengths.

- ☐ **Painted collage**

129

- Combine painting with other materials (photographs, texts, cutouts) in order to represent the balance between challenges and internal resources.

Painted Collages of RESUPERES Team

Figure 30. Painted Collages of RESUPERES Team

☐ **Graffiti**

- Refers to urban art that is made in public spaces, turning cities into canvasses for artists to make large and detailed representations bearing social or artistic messages.
- Graffiti art made by Banksy often carries strong social and political messages and their pieces can serve as powerful symbols of resistance to adversity.
- Different types exist such as **Tag, Throw-up, Piece (masterpiece), Stencil or Mural.**

6.1.3. RESUPERES intervention program for building resilience through painting (Art) and creativity

The **Intervention proposal** and RESUPERES Program was designed and created by the professors Mártires and Santos, from Algarve University RESUPERES Team, Faro (Mártires, M., 2025):

- Objective: Build and strengthen resilience through an activities program targeted towards university students and teaching staff that is based on teaching painting from the perspective of emotions.

- Equip students and teaching staff with a useful tool that is simple to integrate into daily routines and improves mental wellbeing.

- Content:

A) Specifics of painting and its related techniques.

B) Resilience constructs worked on in these sessions include creativity, mindfulness (focus), leadership, teamwork and cultural heritage.

- Intervention elaboration and procedure:

- <u>Programming:</u> 12 sessions (the first, 1 for Introduction, and the last, the 12 for evaluation)

- <u>Timing of sessions:</u> Total 10, one/two sessions will be delivered each week a period of five/ten weeks, depends on the organization of each university.

- Materials and facilities:

- Material: pinturas, papeles de periódico o revistas

- Facilities: Art Classroom and regular classrooms with internet connection within the Faculty of Education Sciences at UGR

- Target audience: students and university staff.

- Activity timeline

Painting e-learning module content delivered via the RESUPERES webpage Course: Module 1 - Art and Creativity | resuperesLMS

Table 10. Painting, Creativity, and Resilience Program.

PROGRAM OF RESUPERES SESSIONS
Session 1: Does all Humans Share a Common Artistic Instinct?
Session 2: Evidence of Universality in Artistic Expression.
Session 3: Music and Movement Exploration.
Session 4: Listening and Observing.
Session 5: Introduction to Self-Portrait Collage.
Session 6: "Upps! (Ink Splatter)" Activity.
Session 7: Outside-the-Box Art.
Session 8: "Fado Emotion" Activity.
Session 9: Exploring Frida's Life and Art.
Session 10: "Be Like Frida" Art Workshop.
Session 11: "Rip, Tear and Cut It" Activity.
Session 12: Reflection and Evaluation.

6.2. Photography and Communication for Resilience Building

6.2. Photography And Communication For Resilience Building

6.2.1. Benefits of photography, from a communication perspective, for resilience building

Photography, as a form of visual communication, plays an important role in resilience building by providing a powerful tool for self-expression, personal reflection and social relatedness. We will explore the way in which photography contributes to resilience from various standpoints, as illustrated in RESUPERES Manual (2024), highlighting its impact on communication, self-expression and social support. To this end, the following benefits emerge in relation to resilience building:

- **Emotional expression:**
  - Photography enables thoughts and emotions to be confronted that are often difficult to put into words.
  - Helps to externalise feelings, promoting catharsis and emotional processing.

- **Self-knowledge and reflection:**
  - Individuals can explore their identity, history and perspectives through images.
  - Drives reflection on significant events, which strengthens the capacity for learning and adaptation.

- **Reframing reality:**
  - Photographing settings, people or situations from positive or creative angles helps give new meaning to difficult experiences.
  - Strengthens the capacity to find beauty and hope in the middle of adversity.

- **Social relatedness:**
  - Sharing photographs can lead to the generation of meaningful dialogue and strengthen support networks.
  - In community projects, photography promotes empathy and social cohesion.

- **Strengthens creativity:**
  - Drives innovation and divergent thinking, both of which are essential skills for taking on challenges.

- **Personal empowerment:**
  - Documenting achievements, moments of overcoming and resilience helps to boost self-esteem and confidence in one's own abilities.

6.2.2. Tools and content applied through photography to build resilience

Next, tasks, workshops and activities are proposed that can help to promote resilience through photography:

1. **Photography of emotions**, with the aim of expressing and recognising difficult emotions as a means of exploring our feelings, and helping students to process their experiences and see them from a new perspective. Invite participants to take photos that represent the way in which they feel at stressful or difficult times. Objects, scenic settings or day-to-day scenarios that symbolise emotions can be photographed.

2. **Portraits of overcoming,** with the aim of highlighting stories of personal resilience, and inspire participants to see resilience in others and learn from their stories. Arrange an activity in which participants gather pictures of individuals, whether from their community or their immediate environment, who have overcome huge challenges in their lives. Each picture should be accompanied by a brief description that reflects their strength.

3. **Resilience photo diary**, with the aim of reflecting on times of growth and overcoming, promoting self-knowledge and reflection on how to manage challenges, strengthening the feeling of control, and empowerment. Task participants to gather and document, over a period of time (one week or one month), photos that represent a challenge they have faced in their daily lives and, ultimately, overcome. At the end of the project, participants can create a collage or a series of photos that reflect their growth.

4. **Capture nature as a symbol of resilience**, with the aim of holding up nature as a metaphor of resilience. Nature is a powerful visual reflection of resilience and this activity helps students see the way in which life persists and adapts, which can motivate them to apply this perspective to their lives. Outdoors workshop in which students take photos of elements in nature that represent strength and resilience, such as trees that grow in harsh terrain or plants that survive in extreme conditions.

5. **Before and after**, with the aim of recognising change and progress, this activity strengthens resilience by helping people visualise their progress and recognise their ability to overcome difficulties. Task students to choose a time in their life when they experienced an important transformation (emotional, physical or other). Take pictures that represent the "before" and "after" and then reflect on the process of change and what was learned.

134

6. **Community photography**, with the aim of telling stories of resilience in order to promote a sense of belonging and solidarity, encourage mutual support and strengthen relatedness between members of the community by showing that challenges can be overcome together. Organise a group activity in which participants photograph scenes or moments that represent resilience in their community. These photos can be presented in a community exhibition on in a photobook.

7. **Empowering self-portraits**, with the aim of boosting self-esteem and confidence, strengthening self-confidence and allowing people to see themselves in a positive light, which can increase their ability to tackle future challenges. Through a self-portrait workshop, participants take selfies in poses or situations that make them feel strong and empowered. Later, they can share the pictures and talk about which aspects of themselves make them resilient.

8. **Collaborative photography as therapy**, with the aim of providing a creative outlet for the management of stress and trauma, photography serves as a cathartic tool that helps participants to process and externalise difficult emotions in a safe and creative way. In concert with therapists or facilitators, participants use photography to document their healing process following traumatic events. The images can be shared or exhibited in a safe setting in which people reflect on their progress.

6.2.3. RESUPERES intervention program for building resilience through photography and communication

The following **Intervention proposal** and RESUPERES Program designed and created by the Professor Calado, from RESUPERES Team Portugal, Algarve University, Faro (Calado, 2025):

- **Objective:** Build and strengthen resilience through an activities program targeted towards university students and teaching staff that is based on teaching photography as a communication tool.

 - Equip students and teaching staff with a useful tool that is easy to integrate into daily routines that improve mental well-being.

- Content:

 A) Specifics of art and photography and its related techniques.
 B) Resilience constructs worked on in these sessions include creativity, mindfulness (focus), leadership, teamwork and cultural heritage.

135

- Intervention elaboration and procedure:

- Programming: 12 sessions (the first, 1 for Introduction, and the last, the 12 for evaluation)
- Timing of sessions: Total 10, one/two sessions will be delivered each week a period of five/ten weeks, depends on the organization of each university.

- Materials and facilities:

- Materials: mobile, computer
- Facilities: Art Classroom and standard classrooms with internet connection within the Faculty of Education Sciences at UGR

- Target audience: students and university staff.

- Activity timeline:

Photography and Communication e-learning module content delivered via the RESUPERES webpage

Link: Course: Module 10 - Photography | resuperesLMS (Calado, 2025)

Table 11. Photography, Communication, and Resilience Program.

PROGRAM OF RESUPERES SESSIONS
Session 1. "Introduction to Smartphone Photography and Resilience"
Session 2: "Fundamentals of Composition"
Session 3: "Capturing Emotions through Photography"
Session 4: "Basic Editing Techniques"
Session 5: "Symbolism and Meaning in Images"
Session 6: "Communicating through Visual Narratives"
Session 7: "Identity and Self-Expression"
Session 8: "Advanced Composition Techniques"
Session 9: "Promoting Social Connection Through Photography"
Session 10: " Advanced Editing Techniques"
Session 11: "Reflection and Evaluation"
Session 12: "Self-Assessment of Photography and Communication"

Block 3.
RESOURCES AND MEDIA FOR RESILIENCE BUILDING
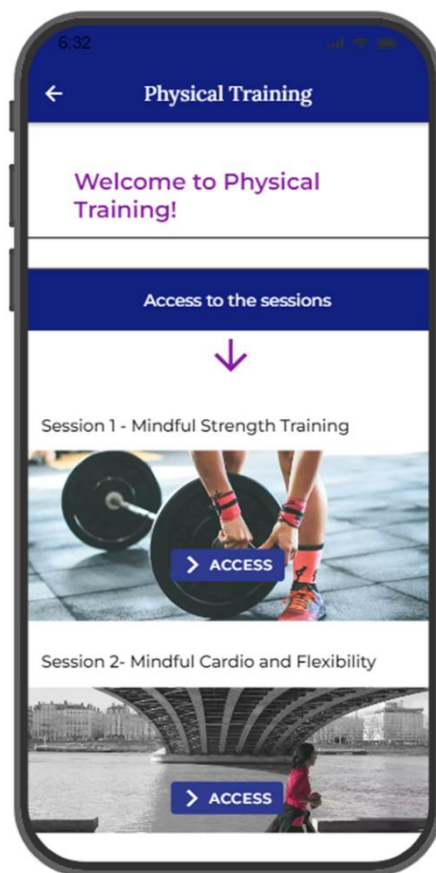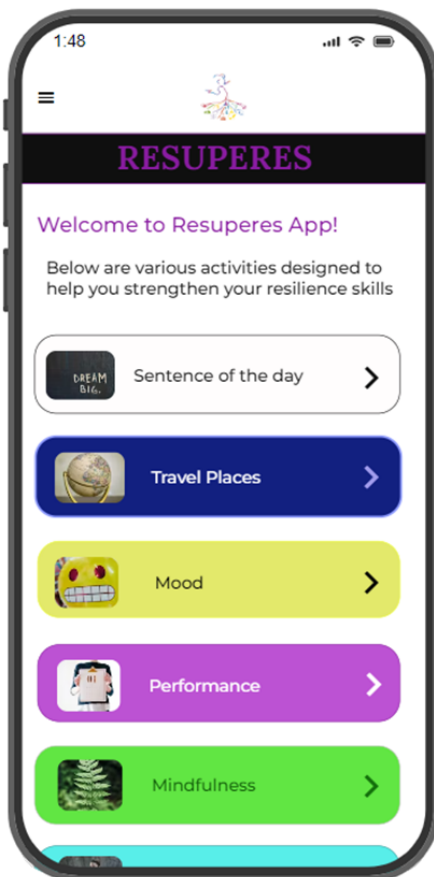
TOPIC 7

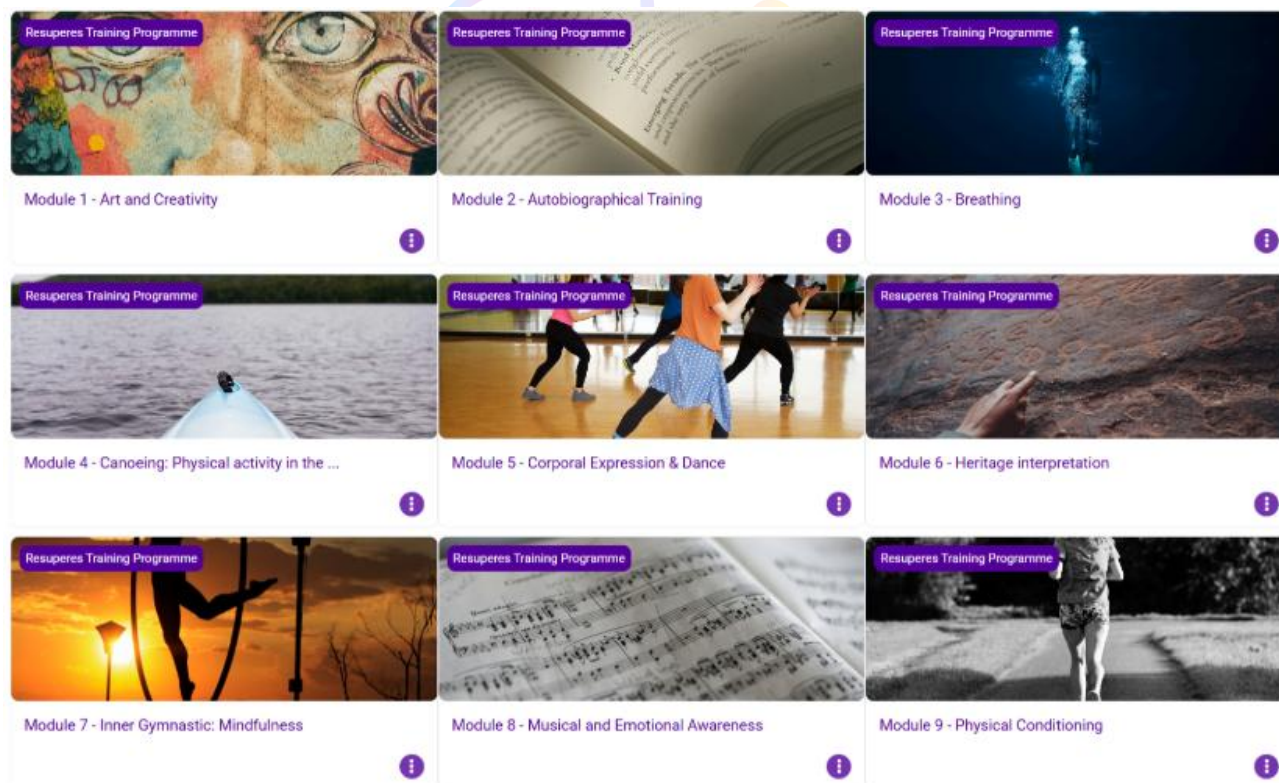## Resources and Media for Resilience Building

SUMMARY Block 3.

Block 3. RESOURCES AND MEDIA FOR RESILIENCE BUILDING

Topic 7. RESOURCES AND MEDIA FOR RESILIENCE BUILDING

      7.1. Media And Aids For Resilience Building

      7.2. Complementary Course Activities

Resuperes Training Programme	Resuperes Training Programme	Resuperes Training Programme
Module 1 - Art and Creativity	Module 2 - Autobiographical Training	Module 3 - Breathing
Resuperes Training Programme	Resuperes Training Programme	Resuperes Training Programme
Module 4 - Canoeing: Physical activity in the ...	Module 5 - Corporal Expression & Dance	Module 6 - Heritage interpretation
Resuperes Training Programme	Resuperes Training Programme	Resuperes Training Programme
Module 7 - Inner Gymnastic: Mindfulness	Module 8 - Musical and Emotional Awareness	Module 9 - Physical Conditioning

Topic 7. RESOURCES AND MEDIA FOR RESILIENCE BUILDING

7.1. Media And Aids For Resilience Building

E-learning is an excellent tool for resilience building, given that it combines accessibility, flexibility and a variety of interactive resources. Next, a broad array of resources, media and e-learning platforms are presents that may be used to learn about and strengthen resilience:

1. Manuals and practical guides

- **RESUPERES Manual:** Manual on resilience building in higher education: https://resuperes.eu/Manual.html
- **Resilience for Educators Manual** (UNESCO). Focused on strategies for promoting resilience in educational settings. Download here.
- **Guide for Resilience Building** (Red Cross). Practical activities for managing stress and building emotional strength.
- **The Resilience Toolkit**. Available online. Details exercises and specific steps for building resilience. See here.
- *"Resilience: Hard-Won Wisdom for Living a Better Life"* Amazon.
- *"Option B"* by Sheryl Sandberg and Adam Grant official website | Amazon.
- *"Grit: The Power of Passion and Perseverance"* by Angela Duckworth Amazon.

2. Recommended books

- *"Resilience: Hard-Won Wisdom for Living a Better Life"* by Eric Greitens. Practical lessons about how to overcome adversity.
- *"The Resilient Practitioner"* by Thomas M. Skovholt. Ideal for professionals who face stress at work.
- *"Option B: Facing Adversity, Building Resilience, and Finding Joy"* by Sheryl Sandberg and Adam Grant. A personal and professional reflection on how to bounce back from loss.
- *"Grit: The Power of Passion and Perseverance"* by Angela Duckworth. Explores the importance of determination and how to strengthen it.

3. Interactive texts and activities

- Diaries on being thankful and resilience:
  - Use free templates from Canva to write daily reflections.

- o Exercises such as "three positive things about the day" help to promote positive thinking.

- Downloadable resources

  - o *"Building Resilience Worksheets"* in <u>Positive Psychology</u> to work on mental strength.

4. Platforms with online courses

The following platforms provide specific courses on personal development, emotional intelligence and resilience:

- **Coursera:** Courses such as *"The Science of Well-Being"* (Yale University) and *"Resilience Skills in a Time of Uncertainty"*. <u>The Science of Well-Being</u> – Ideal for learning about happiness and emotional wellbeing. <u>Resilience Skills in a Time of Uncertainty</u> – Practical course for strengthening resilience during times of change.
- **edX:** Recognised university programs on emotional wellbeing and skill development for resilience. Positive Psychology: Resilience Skills – Explores resilience skills through a scientific lens.
- **Udemy:** Practical workshops such as *"Build Resilience & Grit",* which takes a practical approach to developing mental strength, and *"Emotional Intelligence for Resilience"*, which combines emotional intelligence and resilience.
- **Domestika:** More creative courses for stress management, mindfulness and practical techniques. Accessible to anybody who seeks to reduce stress and increase resilience
- **RESUPERES Interactive Platform:** https://resuperes.eu/WebRESUPERES.html

5. Online materials and self-directed learning

Some portals offer electronic books, guides and modules:

- **Positive Psychology Toolkit** Exercises and materials based on positive psychology and resilience.
- **OpenLearn by Open University** Free courses on stress management and mental wellbeing.

6. Gamified programs

- **SuperBetter:** Designed by psychologists, this app helps one build resilience by taking on challenges in the format of games.

141

- **Habitica:** Oversee personal tasks and habits whilst you earn virtual rewards. Ideal for promoting self-care.

7. Online materials and self-directed learning

- **Positive Psychology Toolkit**

  o Downloadable resources for practical exercises.

  o Explore here.

- **OpenLearn by Open University**

  o Free courses on mental health and resilience.

8. Mobile personal development applications

These apps include interactive tools and exercises that promote resilience:

- **Headspace:** Teaches mindfulness and stress management, which are crucial for resilience. Provides guided meditation and mindfulness exercises targeted towards tackling emotional challenges. Available for Android e iOS.
- **Calm:** Meditation, sleep tracking and stress management tools focused on strengthening resilience.
- **Fabulous:** Designed to create positive habits that contribute to a more resilient life, and promote emotional wellbeing and personal motivation. Download for iOS.
- **Resilify:** A specific resilience building app based on personalised exercises. Personalised assessments and daily exercises focused on building resilience. Official site.
- **RESUPERES APP:** https://resuperes.eu/AppRESUPERES.html

9. Webinars and online workshops

Many organisations and experts on resilience offer webinars that you can take advantage of:

o **Eventbrite:** A search tool for webinars and online workshops on resilience in different languages. Search the term "resilience" or "stress management" in order to find free or fee-carrying workshops in your language or region.

o **LinkedIn Learning:** Professional upskilling that includes modules on personal development, management of change and resilience. Programs include *"Building Resilience"* and *"Managing Stress for Positive Change"*. Offers useful qualifications for the professional setting.

142

- o **Zoom Workshops:** Some coaches and psychologists organise group workshops through platforms such as Zoom. Explore options to speak with an emotional wellbeing coach. Platforms such as Meetup can connect you with live events.

10. Interactive multimedia resources

Visual and audio learning is also effective for developing resilience skills.

- **Podcasts**
  - o *The Happiness Lab* – Considers, in-depth, ways in which to increase wellbeing and resilience.
  - o *On Being* – Reflects on meaning, life and coping with adversity.
- **YouTube channels**
  - o *"The School of Life"* addresses topics such as resilience and emotion management. The School of Life – Practically examines topics such as emotional strength.
  - o *"TED Talks"* offers inspirational talks on personal growth, and emotional and personal resilience.
- **Downloadable info-graphs and exercises** Platforms such as Pinterest and Canva provide practical interactive templates and exercises on thanksgiving diaries and reflection.

11. Online communities and forums

Engaging with e-learning communities can be an effective way of sharing experiences and learning from others.

1. **Reddit**
   - o r/selfimprovement – Debate and resources on personal growth.
   - o r/mindfulness – Tools and advice pertaining to mindfulness.
   - o **Facebook groups and LinkedIn:** Search for "resilience" or "personal growth" on these platforms in order to connect with active communities.

12. Gamified programs

Gamified learning increases engagement through gaming dynamics:

- **Duolingo for the Mind** (prototypes and similar): Exercises that combine habit learning with attractive dynamics.

- **SuperBetter:** Specifically designed to aid the overcoming of challenges and development of emotional resilience.

13. Videos and talks

- **TED Talks**

  o *The Power of Resilience* – Inspirational talks about how to overcome adversity.

  o *How to Make Stress Your Friend* – Positive stress management.

- **YouTube Channel: The School of Life,** Videos about emotional stability, emotional management and resilience. [See here](.).

- **Documentary:** *Heal* (Netflix), Explores the way in which mentality affects health and emotional resilience. [Netflix](.).

14. Webpages

- **Positive Psychology:** Resources, exercises and articles focused on emotional wellbeing. [Visit page](.).

- **Very well Mind**: Practical advice on stress management and personal development. [Explore](.).

- **Resilience Alliance**: Specialised resources for improving resilience in teams and individuals. [Visit](.).

- **RESUPERES WEW: INTERACTIVE PLATFORM:** [Home | resuperesLMS](.)

15. Podcasts

- **The Happiness Lab** (Dr. Laurie Santos): Science-based reflections and strategies for a resilient life.
- **On Being:** Episodes on overcoming challenges and connecting with the meaning of life.
- **Resilience Unravelled:** Interviews and practical tools for strengthening resilience.
- **Meditative Story:** Narrative stories that combine mindfulness and lessons on resilience. [Official site](.).

- **The Happiness Lab:** [Listen here](.).
- **On Being:** Explore episodes.

7.2. Complementary Course Activities

Due to the nature of the subject, additional complementary or alternative activities will also be programmed or encouraged, depending on the possibility of their realisation. These include the following:

- Cultural Gymkhana.
- Visits to art, history and science museums.
- Outings to historic sites.
- Participation in sporting events (running marathon, popular races...).
- Poetry recitals, book presentations, or similar.
- Art and photography expositions.
- Music concerts.
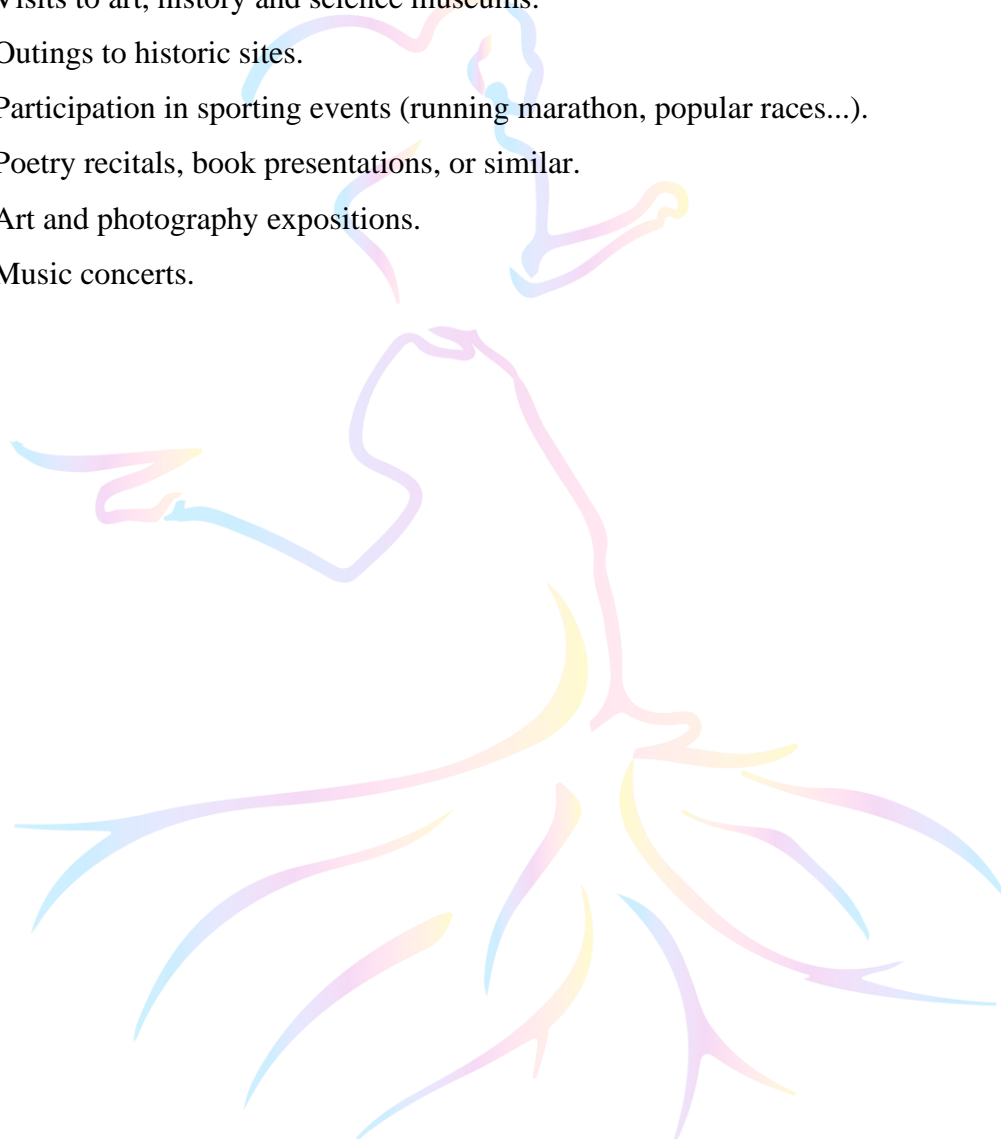
Block 4.
EVALUATION

Block 4. EVALUATION

Evaluation will comprise assessments of the student, the teacher and the course itself.

1.- Student assessment: Assessment will be ongoing and must consider the following aspects:

- **Initial assessment**. For this, a short life story will be presented with the intention of gaging the student's level of knowledge and their interest in the subject. The student will be posed the following questions:

  - Do you have any prior experience of working on resilience?
  - Do you have any prior experience with the practical modules? Indicate topics of interest related with the subject.
  - Why did you choose this course and what do you hope to learn and experience through it?

- **Ongoing assessment throughout the teaching process.** Attendance to practical sessions, individual work based on that addressed during practical classes (which will be reported back to students during tutor sessions with the aim of guiding them in their training), participation in presentations and classroom debates.

- **Final assessment**. This assessment will produce an overall rating of all of the work produced by the student, although work will be partly supervised and assessed by teachers throughout the course with the aim of guiding the learning process and ensuring that the credits signed up to by the student are surpassed when formalizing their enrolment.

2.- Assessment of student subject knowledge

Here, we will consider assessment instruments, evaluation criteria and percent of the final grade:

- ✎ **Assessment instruments**

  EV-I.1   Written exam on theoretical and practical content

  EV-I.2   Oran exam: presentation of work (individually or in groups), classroom debates

  EV-I.3   Observation scales on practical assumptions

  EV-I.4   Project on resilience in higher education

  The following table (Table 12) lays out the relative percentage pertaining to each one of the assessment instruments or strategies to be used.

- ✎ **Assessment criteria**

EV-C.1 Displays mastery of theoretical and practical content, and critical application of both aspects.

EV-C.2 Grading of completed individual and group work tasks attending to presentation, redaction and clarity of ideas, structure and scientific rigour, creativity, grounding of the argument, coverage and depth of the argument posed, and up-to-datedness of consulted literature.

EV-C.3 Degree of involvement and attitude shown by the student during their participation in meetings, presentations and debates, as well as for the elaboration of individual and group work tasks and in brainstorming sessions.

EV-C.4 Attendance to classes, seminars, conferences, tutor meetings and group sessions.

Table 12. Assessment strategies.

Assessment strategies	"PRINCIPLES OF RESILIENCE IN THE CLASSROOM: FROM RESILIENCE THEORY TO PRACTICE".
Written tests.	In twos, one theoretical and one practical per content block. *Approximate percentage value applied to the rating* **45%**
Group work related to pedagogy	Mandatory completion of a project targeting improved resilience through..........., in higher education. *Approximate percentage value applied to the rating* **30%**
Engagement and attendance to practical sessions	Engagement in practical classes, intervention proposals and class journal *Approximate percentage value applied to rating* **25%**

✍ **Final grade**

Grades will be expressed in numeric terms in accordance with that established in article 5 of Royal Decree 1125/2003, of the 5th of September, which established the European credit system and grading system for official university qualifications valid in the national territory.

The overall grade will correspond to the weighted score given for the different aspects and activities covered by the assessment system. The percentage scores to be considered will be negotiated between teachers and students in line with assessment criteria and the instruments employed.

✍ **Final one-off assessment**

Students who enrol on the single one-off evaluation on time, once their application has been approved by the department, will be evaluated through a written test that will constitute 100% of the grade for the course. This test will consist of a theoretical component (short- and long-answer questions) and a practical component (questions that address practical assumptions) and necessitate that the student contacts the course teacher.

This assessment test will comprise two components:

- Assessment of mastery of the basic concepts underlying the course.

- Assessment of practical application of the basic concepts of the course in different practical settings.

3.- Course assessment: a questionnaire will be administered that is similar in nature to that administered at the outset (Table 13). The aim of this is to examine whether student opinions have changed from the beginning of the subject, thereby representing an evaluation of the teacher and the course itself.

Table 13. Questionnaire evaluating the course (Items range from 1, which is the lowest rating, to 5, which is the highest, with 0 indicating no response).

COURSE EVALUATION QUESTIONNAIRE

A.- Course program:

1.- Course aims were clearly and accurately communicated.

2.- I received information about the course's theoretical component.

3.- I received sufficient bibliographic information for preparation of the course program.

4.- Time assigned to the course, with regards to the theoretical program, is sufficient.

5.- From an academic perspective, knowledge acquired from the course is sufficient.

6.- From a professional perspective, knowledge acquired from the course is sufficient.

7.- Groups formed for the theoretical component of the course comprise the right number of students.

8.- I consider the degree of coordination between theoretical classes and practical sessions to be adequate.

9.- Groups formed for the practical component of the course comprise the right number of students.

10.- Practical sessions conducted on this course are well aligned to course content.

11.- In general, the program followed on this course appears suitable.

B.- Course assessment system:

12.- I was appropriately informed, at the beginning of the course, about which assessment system would ultimately be used on the course.

13.- What was asked in the assessment was in line with the material delivered.

14.- The grade obtained in exams is in line with my knowledge of the subject.

15.- The time taken to post grades following test completion seems reasonable to me.

16.- I can know the correction criteria used.

17.- I was able to access my corrected exam paper.

18.- I was able to comment on my corrected exam paper.

19.- In general, the assessment system used on the course seems correct to me.

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ANNEXES

ANNEXES

1.- OFFICIAL COMMON GUIDE RESUPERES SUBJECT

2.- Official Guide Italy RESUPERES SUBJECT

3.- Official Guide Norway RESUPERES SUBJECT

4.- Official Guide Portugal RESUPERES SUBJECT

5.- Official Guide Serbie RESUPERES SUBJECT

6.- Official Guide Spain RESUPERES SUBJECT

1.- OFFICIAL COMMON GUIDE RESUPERES SUBJECT

Title	"Principles of resilience in the classroom, from resilience theory to practice"

Grade & Branch	Social and Legal Sciences. Bachelor's Degree in Primary Education

Course	4	Semester	1	Credits	6	Guy	Optional

Modules	1. Resilience for Higher Education (THEORIC/PRACTIC)
	2. Physical Condition
	3. Art & emotion
	4. Autobiographical training
	5. Inner Gymnastic, Mindfulness
	6. Canoeing, Orientating (nature activities)
	7. Corporal Expression & Dance
	8. Breathing
	9. Heritage Interpretation
	10. Music and Awareness
	11. Photography & comunication

Recommendations

Brief description of contents

Theoretical and practical principles of the construct of resilience. Basic aspects and resilient competencies in higher education. Resilient student development. The areas of Physical Education and Sports (Inner Gymnastics, Corporal Expression, Physical Activities in the Natural Environment, Breathing), Performing Arts (Dance and Music), Narratives (Autobiographical Narrative), Visual (Painting and Photography), and integrated within the area of Interculturality and Cultural Heritage, as facilitators of the development of resilience. Use of media and resources for the development of resilience by students.

Competences

CG01. Ability to analyze and synthesize

CG02. Organizational and planning skills

CG03. Oral and written communication

CG06. Information Access and Management Capability

CG07. Problem-solving skills

CG08. Ability to make decisions autonomously

CG09. Teamwork Skills

CG12. Recognition and respect for diversity and multiculturalism

CG13. Critical and self-critical capacity

CG17. Learning autonomy

GC18. Flexibility and adaptability to new situations

CG20. Capacity for Creativity

GC22. Initiative and entrepreneurial spirit

CG24. Sensitivity to cultural and historical issues.

CG25. Preserve and exhibit the cultural heritage of our ancestors.

CG26. Generate and produce new ideas that have an aesthetic purpose or functional ideas that seek to solve a problem.

Learning Outcomes (Objectives)

- To learn about the role of Resilience in Higher Education, and to train future professionals
- Know, identify and manage the main elements that make up resilience, and know how to apply them in professional contexts.
- Plan a resilient intervention program in university and professional contexts.
- Know the characteristics of a resilient person and professional, and their importance for professional contexts.
- Recognize the areas, contents, and activities that develop the constructs of resilience.
- Use resilient areas and content for personal and professional development.

Theoretical and practical content programme

Block 1. THEORETICAL CONCEPTS OF RESILIENCE

Topic 1. Understanding resilience in the context of higher education (HE)

  1.1 Defining resilience

  1.2 Components of resilience

  1.3 Components of resilience in higher education for trainee teachers (RESUPERES project)

  1.4. Activation of components of resilience

  1.5. Protective and risk factors pertaining to resilience

      1.5.1. Protective factors

      1.5.2. Risk factors

  1.6. Characteristics of resilience

        1.6.1. Characteristics of a resilient person

        1.6.2. Characteristics of a resilient professional

  1.7. Importance of developing resilience in higher education

  1.8. Intervention programs for the promotion of resilience in higher education

  1.9. Resilience assessment

Topic 2. How is resilience constructed and developed?

    2.1. Theories of resilience

        2.1.1. The Seven Behaviours of Resilience (Wolin & Wolin, 1993)

        2.1.2. The Seven C's of Resilience (Ginsburg & Jablow, 2011)

        2.1.3. The little house of resilience

    2.2. Settings or areas in which resilience is developed

Block 2. PRACTICAL AREAS/CONTENT THAT BUILD RESILIENCE

Topic 3. The area of Physical Education for building resilience

  3.1. Physical activities in the natural environment and resilience: Canoeing

  3.2. Breathing control and resilience

3.3. Physical conditioning, fitness and resilience

3.4. Inner gymnastics and resilience (mindfulness, yoga...)

Topic 4. Performing Arts for building resilience

4.1. Corporal expression and dance as a means of resilience building

4.2. Music and resilience

Topic 5. Narrative Arts for building resilience

5.1. Autobiographical training and resilience

5.2. Cultural heritage interpretation and resilience

Topic 6. Visual Arts for building resilience

6.1. Painting: Emotion and creativity

6.2. Photography and resilience

Block 3. RESOURCES AND MEDIA FOR RESILIENCE BUILDING

Topic 7. Resource and Media for resilience building

7.1. Resource and Media for resilience building

7.2. Activities associated with the course

o **PRACTICAL CONTENTS**

    o **Block I: THEORETICAL CONCEPTS ON RESILIENCE**

        Practice 1. We know each other, group dynamic games.

    o **Block II: AREAS/CONTENTS THAT BUILD RESILIENCE:**

This block can be developed in two different ways:

A) Choice of development of one or two modules, depending on the resources of each university and educational context, in that case, the complete programming of the chosen the module or modules would be taken.

B) Practices of each of the modules, in which case it would be as follows:

    Practice 2. Welcome dances

    Practice 3. Corporal expression and introspection

    Practice 4. Health Gymkhana.

    Practice 5. Dances of the World

    Practice 6. Art and emotion

    Practice 7: Photography and Communication

    Practice 8: Mindfulness

    Practice 9. Breathing

    Practice 10. Canoeing

    Practice 11. Cultural Gymnkhana

    Práctice 12. Story Telling

    o **Block III: MEANS AND RESOURCES TO BUILD RESILIENCE**

    Practice 13. Exergames

    Practice 14. Elearning for the development of resilience (RESUPERES Interactive Platform).

    Practice 15. Apps for the development of resilience (RESUPERES APP).

➕ Activities associated with the subject.

    o Visits, natural outings, conviviality, etc...,

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Recommended

Interactive Platform RESUPERES. https://resuperes.eu/

Resuperes App https://resuperes.eu/

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Teaching methodology

- MD01. Lecture
- MD02. Discussion and debate sessions
- MD03. Problem-solving methodology and Case Studies

- MD08. Simulation exercises and sesión
- MD09. Analysis of sources and documents
- MD10. Sessions Practical content

Additional information on methodology:
- Master class: Lectures, with the use of a blackboard, computer and projector. Articles related to Internet content may be used, as well as legislative documents that govern the teaching function by the educational administration. Active participation through questions/answers will be valued. It is recommended to read the RESUPERES Manual (2025) in parallel, which will help students to follow the planning content during the presentations and to carry out planning practices in class.
- Autonomous work of the student in groups of approximately 6: It will be applied to an autonomous annual planning work. Attendance will be controlled since it involves continuous evaluation and the mandatory work to be submitted is carried out in groups these days and throughout the semester.
- Practical: Practices carried out in a theoretical class (classroom), practices discussed in class will be carried out. They are Theoretical-Practical classes of presentations of works of analysis of previous studies and class debate. These days are mandatory (80% attendance)
- Internships: Internships will be carried out in each of the modules. These days are mandatory attendance (80% attendance).

Evaluation

Ordinary evaluation
Written tests: One within the theoretical-practical content block. 45%
Pedagogical teamwork: On a compulsory basis, Project development of the improvement of resilience through a module of your choice, in Higher Education: 30%
- Enjoyment and attendance at the internships: Use of the practical classes, proposals for improvement and session diary: 25%

Extraordinary Evaluation
It will consist of a written test, as well as the presentation of work carried out in the subject: (a) resilient programming planning, and (b) analysis of studies and innovative experiences for the improvement of resilience, synthesis and exposure to the teacher. Both works will have been previously corrected by the teaching staff and commented on in a personal tutorial with the students involved.

Final Single Assessment
Students must apply for it in the first two weeks of teaching the subject, and it will consist of a theoretical-practical exam (100% of the grade) of the contents taught in the subject.

Specifically, it will ask about a programming to implement an intervention for the development and improvement of resilience in Higher Education (timetable or annual planning). Some multiple-choice questions may also be included with a single valid answer to check if the basic contents of the subject have been assimilated.

2.- Official Guide Italy RESUPERES SUBJECT

Titolo	"Emozioni, narrazioni e visual art per educare alla resilienza"

Grado e ramo	Corso di Laurea in Scienze della Formazione Primaria

Corso	3	Semestre	1	Crediti	4	Studenti	Opzionale

Moduli	1. Resilienza per l'istruzione superiore (TEORIA/PRATICA)
	2. Storia, sviluppo della teoria e dei modelli della resilienza
	3. Il modello di sviluppo della resilienza in RESUPERES: le aree di intervento
	4. Formazione alla narrazione autobiografica
	5. Arte ed emozioni
	6. Interpretazione del patrimonio culturale
	7. Fotografia e comunicazione
	8. Ginnastica interiore, Mindfulness

Raccomandazioni

Breve descrizione dei contenuti

Principi teorici e pratici del costrutto di resilienza. Aspetti di base e competenze della resilienza nell'istruzione superiore. Sviluppo dello studente resiliente. Le aree dell'educazione fisica e dello sport (ginnastica interiore, espressione corporea, attività fisiche nell'ambiente naturale, respirazione), arti dello spettacolo (danza e musica), narrative (narrazione autobiografica), visuali (pittura e fotografia), integrate nell'area dell'interculturalità e del patrimonio culturale, come facilitatori dello sviluppo della resilienza. Uso dei media e delle risorse per lo sviluppo della resilienza da parte degli studenti.

Competenze

CG01. Capacità di analisi e sintesi
CG02. Capacità organizzative e di pianificazione
CG03. Comunicazione orale e scritta
CG06. Capacità di accesso e gestione delle informazioni
CG07. Capacità di risolvere i problemi
CG08. Capacità di prendere decisioni in modo autonomo

CG09. Abilità nel lavoro di squadra

CG12. Riconoscimento e rispetto della diversità e del multiculturalismo

CG13. Capacità critica e autocritica

CG17. Autonomia di apprendimento

GC18. Flessibilità e adattabilità a nuove situazioni

CG20. Capacità creativa

GC22. Iniziativa e spirito imprenditoriale

CG24. Sensibilità alle questioni culturali e storiche

CG25. Conservare ed esporre il patrimonio culturale dei nostri antenati

CG26. Generare e produrre nuove idee che hanno uno scopo estetico o idee funzionali che cercano di risolvere un problema

Risultati di apprendimento (obiettivi)

Blocco 1. CONCETTI TEORICI DI RESILIENZA

Argomento 1. Comprendere la resilienza nel contesto dell'istruzione superiore (HE)
  1.1 Definizione di resilienza
  1.2 Componenti della resilienza
  1.3 Componenti della resilienza nell'istruzione superiore per insegnanti in formazione (progetto RESUPERES)
  1.4. Attivazione delle componenti della resilienza
  1.5. Fattori protettivi e di rischio relativi alla resilienza
    1.5.1. Fattori protettivi
    1.5.2. Fattori di rischio
  1.6. Caratteristiche della resilienza
    1.6.1. Caratteristiche di una persona resiliente
    1.6.2. Caratteristiche di un professionista resiliente
  1.7. Importanza dello sviluppo della resilienza nell'istruzione superiore
  1.8. Programmi di intervento per la promozione della resilienza nell'istruzione superiore
  1.9. Valutazione della resilienza

Argomento 2. Come si costruisce e si sviluppa la resilienza?
  2.1. Teorie della resilienza
    2.1.1. I sette comportamenti della resilienza (Wolin & Wolin, 1993)
    2.1.2. Le sette C della resilienza (Ginsburg & Jablow, 2011)
    2.1.3. La casetta della resilienza
  2.2. Ambienti o aree in cui si sviluppa la resilienza

Blocco 2. AREE/CONTENUTI PRATICI CHE COSTRUISCONO LA RESILIENZA

Argomento 3. L'area dell'educazione fisica per la costruzione della resilienza
  3.1. Attività fisiche in ambiente naturale e resilienza: Canoa
  3.2. Controllo della respirazione e resilienza
  3.3. Condizionamento fisico, fitness e resilienza
  3.4. Ginnastica interiore e resilienza (mindfulness, yoga...)

173

Argomento 4. Le arti dello spettacolo per costruire la resilienza
    4.1. L'espressione corporea e la danza come strumento di costruzione della resilienza
    4.2. Musica e resilienza

Argomento 5. Arti narrative per la costruzione della resilienza
    5.1. Formazione autobiografica e resilienza
    5.2. Interpretazione del patrimonio culturale e resilienza

Argomento 6. Arti visive per la costruzione della resilienza
    6.1. Pittura: Emozione e creatività
    6.2. Fotografia e resilienza

Blocco 3. RISORSE E MEDIA PER LA COSTRUZIONE DELLA RESILIENZA

Argomento 7. Risorse e media per la costruzione della resilienza
    7.1. Risorse e media per la costruzione della resilienza
    7.2. Attività associate al corso

o   **CONTENUTI PRATICI**
    o   **Blocco I: CONCETTI TEORICI SULLA RESILIENZA**
        Pratica 1. Ci conosciamo, giochi dinamici di gruppo.
    o   **Blocco II: AREE/CONTENUTI CHE COSTRUISCONO LA RESILIENZA.**
      Questo blocco può essere sviluppato in due modi diversi:
      A) Scelta dello sviluppo di uno o due moduli, a seconda delle risorse di ciascuna università e del contesto educativo; in tal caso, si adotterebbe la programmazione completa del modulo o dei moduli scelti.
      B) Pratiche di ciascuno dei moduli, nel qual caso sarebbe come segue:
      Pratica 2. Danze di benvenuto
      Pratica 3. Espressione corporale e introspezione
      Pratica 4. Gymkhana della salute.
      Pratica 5. Danze del mondo
      Pratica 6. Arte ed emozione
      Pratica 7: Fotografia e comunicazione
      Pratica 8: Mindfulness
      Pratica 9. Respirazione
      Pratica 10. Canoa
      Pratica 11. Gymkhana culturale
      Pratica 11. Racconto di storie
    o   **Blocco III: MEZZI E RISORSE PER COSTRUIRE LA RESILIENZA**
      Pratica 13. Giochi di gruppo
      Pratica 14. Elearning per lo sviluppo della resilienza (Piattaforma interattiva RESUPERES).
      Pratica 15. Applicazioni per lo sviluppo della resilienza (RESUPERES APP).

●   **Attività associate al tema**
    Visite, uscite naturali, convivialità, ecc...,

174

Risultati di apprendimento (obiettivi)

- Conoscere il ruolo della resilienza nell'istruzione superiore e formare futuri professionisti.
- Conoscere, identificare e gestire i principali elementi che costituiscono la resilienza e saperli applicare in contesti professionali.
- Pianificare un programma di intervento sulla resilienza in contesti universitari e professionali.
- Conoscere le caratteristiche di una persona e di un professionista resiliente e la loro importanza nei contesti professionali.
- Riconoscere le aree, i contenuti e le attività che sviluppano i costrutti della resilienza.
- Utilizzare le aree e i contenuti della resilienza per lo sviluppo personale e professionale.
- Comprendere l'importanza assunta dal metodo autobiografico e delle storie di vita nell'ambito di percorsi educativi e formativi rivolti a bambini, giovani ed adulti.
- Essere in grado (come futuri insegnanti) di strutturare percorsi di pedagogia autobiografica rivolti ai bambini della scuola dell'infanzia e della scuola primaria.

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Metodologia di insegnamento

- MD01. Lezione
- MD02. Sessioni di discussione e dibattito
- MD03. Metodologia di risoluzione dei problemi e analisi di casi di studio
- MD08. Esercitazioni e simulazione
- MD09. Analisi di fonti e documenti
- MD10. Sessioni di attività pratica

Ulteriori informazioni sulla metodologia:
- Corso: Lezioni frontali, in presenza o on line ma sincrona, con l'uso di lavagna, computer e proiettore. Sarà valorizzata la partecipazione attiva attraverso domande/risposte. Si consiglia di leggere in parallelo il Manuale RESUPERES (2025), che aiuterà gli studenti a seguire i contenuti della delle lezioni teoriche e a svolgere le attività pratiche in classe o come studio autonomo in gruppo.

- Lavoro autonomo dello studente in gruppi di circa 6 persone. La frequenza sarà controllata in quanto comporta una valutazione continua e il lavoro obbligatorio viene svolto durante il semestre e presentato durante lo svolgimento delle lezioni.
- Pratica: Si tratta di lezioni teorico-pratiche, di presentazione di lavori, di analisi di studi precedenti e di dibattito in classe. Queste giornate sono obbligatorie (80% di frequenza)

Stage: Gli stage saranno svolti in ciascuno dei moduli. Queste giornate sono a frequenza obbligatoria (80% di presenze).

Valutazione

Valutazione ordinaria

Prove scritte: Una all'interno del blocco di contenuti teorico-pratici. 45%

Lavoro di gruppo: sviluppo del progetto di miglioramento della resilienza attraverso un modulo a scelta, 30%

- Gradimento e partecipazione agli stage: Utilizzo delle lezioni pratiche, proposte di miglioramento e diario delle sessioni: 25%

Valutazione straordinaria

Consisterà nella rielaborazione dei lavori non superati, esame teocio-practico, e il successivo lavoro: (a) progettazione di una programmazione per lo sviluppo della resilienza e (b) analisi di studi ed esperienze innovative per il miglioramento della resilienza, sintesi ed esposizione al docente. Entrambi i lavori saranno stati precedentemente corretti dal corpo docente e commentati attraverso tutoraggio personalizzato con gli studenti coinvolti.

Valutazione finale singola

Esame teorico-pratico (100% del voto) sui contenuti insegnati nella disciplina.

In particolare, si chiederà di programmare l'attuazione di un intervento per lo sviluppo e il miglioramento della resilienza nell'istruzione superiore (calendario o pianificazione annuale). Potranno essere incluse anche alcune domande a scelta multipla con una sola risposta valida per verificare se i contenuti di base della disciplina sono stati assimilati

3.- Official Guide Norway RESUPERES SUBJECT

Tittel	"Prinsipper for resiliens i klasserommet, fra resiliensteori til praksis"

Karakter og filial	

Kurs	4	Semester	1	Kreditter	6	Fyr	Valgfri

Moduler	1. Resiliens for høyere utdanning (TEORETISK/PRAKTISK) 2. Puste 3. Kanopadling, Orientering (naturaktiviteter) 4. Musikk og bevissthet 5. Tolkning av kulturarv

Recommendations

Kort beskrivelse av innholdet
Teoretiske og praktiske prinsipper for konstruksjonen av resiliens. Grunnleggende aspekter og robuste kompetanser i høyere utdanning. Motstandsdyktig elevutvikling. Områdene kroppsøving og idrett (Puste, fysiske aktiviteter i naturmiljøet, Kanopadling, Orientering), scenekunst (musikk), scenekunst (Dans), og integrert innenfor kulturarvsområdet, som tilretteleggere for utvikling av resiliens. Bruk av medier og ressurser for utvikling av motstandskraft hos studenter.

Kompetanse
CG01. Evne til å analysere og syntetisere CG02. Organisasjons- og planleggingsferdigheter CG03. Muntlig og skriftlig kommunikasjon CG06. Mulighet for tilgang til og administrasjon av informasjon CG07. Problemløsende ferdigheter CG08. Evne til å ta beslutninger autonomt CG09. Teamarbeid ferdigheter CG12. Anerkjennelse og respekt for mangfold og multikulturalisme CG13. Kritisk og selvkritisk kapasitet CG17. Lærende autonomi

GC18. Fleksibilitet og tilpasningsevne til nye situasjoner

CG20. Kapasitet for kreativitet

GC22. Initiativ og gründerånd

CG24. Følsomhet for kulturelle og historiske spørsmål.

CG25. Bevare og stille ut kulturarven til våre forfedre.

CG26. Generer og produser nye ideer som har et estetisk formål eller funksjonelle ideer som søker å løse et problem.

Læringsutbytte (mål)

- Å lære om rollen til resiliens i høyere utdanning, og å trene fremtidige fagfolk
- Kjenne til, identifisere og håndtere hovedelementene som utgjør resiliens, og vite hvordan du kan anvende dem i profesjonelle sammenhenger.
- Planlegg et motstandsdyktig intervensjonsprogram i universitets- og profesjonelle sammenhenger.
- Kjenne til hva som kjennetegner en robust person og profesjonell, og deres betydning for profesjonelle sammenhenger.
- Gjenkjenne områdene, innholdet og aktivitetene som utvikler konstruksjonene av motstandskraft.
- Bruk robuste områder og innhold for personlig og faglig utvikling.

Program med teoretisk og praktisk innhold

Blokk 1. TEORETISKE BEGREPER OM RESILIENS

Tema 1. Forstå resiliens i sammenheng med høyere utdanning (HE)
  1.1 Definere resiliens
  1.2 Komponenter av motstandskraft
  1.3 Komponenter i resiliens i høyere utdanning for lærerstudenter (RESUPERES-prosjektet)
  1.4. Aktivering av komponenter av motstandskraft
  1.5. Beskyttelses- og risikofaktorer knyttet til resiliens
      1.5.1. Beskyttende faktorer
      1.5.2. Risikofaktorer
  1.6. Kjennetegn på motstandskraft
          1.6.1. Kjennetegn på en motstandsdyktig person
          1.6.2. Kjennetegn på en spenstig fagperson
  1.7. Viktigheten av å utvikle motstandskraft i høyere utdanning
  1.8. Intervensjonsprogrammer for å fremme motstandskraft i høyere utdanning
  1.9. Vurdering av resiliens
Tema 2. Hvordan konstrueres og utvikles resiliens?
  2.1. Teorier om resiliens
          2.1.1. De syv atferdene for motstandskraft (Wolin & Wolin, 1993)
          2.1.2. De syv C-ene for motstandskraft (Ginsburg & Jablow, 2011)
          2.1.3. Det lille huset for motstandskraft
  2.2. Omgivelser eller områder der resiliens utvikles

Blokk 2. PRAKTISKE OMRÅDER/INNHOLD SOM BYGGER MOTSTANDSKRAFT
Tema 3. Kroppsøvingsområdet for å bygge motstandskraft
  3.1. Fysiske aktiviteter i det naturlige miljøet og motstandskraft: Kanopadling
  3.2. Fysisk kondisjon, kondisjon og spenst
  3.3. Indre gymnastikk og motstandskraft (mindfulness, yoga...)
Tema 4. Scenekunst for å bygge motstandskraft
  4.1. Dans
  4.2. Musikk og motstandskraft
Tema 5. Narrative kunst for å bygge motstandskraft
  5.1. Tolkning av kulturarv og motstandskraft
Blokk 3. RESSURSER OG MEDIER FOR Å BYGGE MOTSTANDSKRAFT
Tema 7. Ressurser og medier for å bygge motstandskraft
  7.1. Ressurser og medier for å bygge motstandskraft
  7.2. Aktiviteter knyttet til kurset
PRAKTISK INNHOLD
  Blokk I: TEORETISKE BEGREPER OM RESILIENS
     Praksis 1. Vi kjenner hverandre, gruppedynamiske spill.

  Blokk II: OMRÅDER/INNHOLD SOM BYGGER MOTSTANDSKRAFT.
  • Denne blokken kan utvikles på to forskjellige måter:
    A) Valg av utvikling av en eller to moduler, avhengig av ressursene til hvert universitet og utdanningskontekst, i så fall vil den fullstendige programmeringen av den valgte modulen eller modulene bli tatt.

    B) Praksis for hver av modulene, i så fall vil det være som følger:
       Praksis 2. Helse Gymkhana.
       Praksis 3. Puste
       Praksis 4. Puste
       Praksis 5. Puste
       Praksis 6. Kanopadling
       Øvelse 7: Kanopadling
       Øvelse 8: Kanopadling
       Praksis 9. Musikk
       Øvelse 10. Musikk
       Øvelse 11. Musikk
       Praksis 12. Kulturell gymnkhana
       Praksis 13. Bli kjent med Bergen
    Blokk III: MIDLER OG RESSURSER FOR Å BYGGE MOTSTANDSKRAFT
         Praksis 14. E-læring for utvikling av resiliens (RESUPERES Interactive Platform).
         Praksis 15. Apper for utvikling av motstandskraft (RESUPERES APP).
  ➢ Aktiviteter knyttet til faget.
       Besøk, naturutflukter, hygge, etc...,

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Anbefalt

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Undervisningsmetodikk

- MD01. Foredrag
- MD02. Diskusjons- og debattøkter
- MD03. Problemløsningsmetodikk og casestudier
- MD08. Simuleringsøvelser og sesión
- MD09. Analyse av kilder og dokumenter
- MD10. Økter Praktisk innhold

Ytterligere informasjon om metodikk:

Master class: Forelesninger, med bruk av tavle, datamaskin og projektor. Artikler knyttet til Internett-innhold kan brukes, samt lovdokumenter som styrer undervisningsfunksjonen av utdanningsadministrasjonen. Aktiv deltakelse gjennom spørsmål/svar vil bli verdsatt. Det anbefales å lese RESUPERES-manualen (2025) parallelt, som vil hjelpe elevene til å følge planleggingsinnholdet under presentasjonene og til å gjennomføre planleggingspraksis i klassen.

Autonomt arbeid av studenten i grupper på ca. 6: Det vil bli brukt på et autonomt årlig planleggingsarbeid. Oppmøte vil være kontrollert da det innebærer kontinuerlig evaluering og det obligatoriske arbeidet som skal leveres utføres i grupper i disse dager og gjennom semesteret.

Praktisk: Praksiser utført i en teoretisk klasse (klasserom), praksiser diskutert i klassen vil bli gjennomført. De er teoretisk-praktiske klasser med presentasjoner av analysearbeider av tidligere studier og klassedebatt. Disse dagene er obligatoriske (80% oppmøte)

Praksisplasser: Praksisplasser vil bli gjennomført i hver av modulene. Disse dagene er det obligatorisk oppmøte (80% oppmøte).

Vurdering

Ordinær evaluering

Skriftlige prøver: En innenfor den teoretisk-praktiske innholdsblokken. 45%

Pedagogisk teamarbeid: På obligatorisk basis, Prosjektutvikling av forbedring av resiliens gjennom valgfri modul i høyere utdanning: 30%

- Glede og oppmøte på praksisplassene: Bruk av de praktiske timene, forslag til forbedringer og øktdagbok: 25%

Ekstraordinær evaluering

Det vil bestå av en skriftlig prøve, samt presentasjon av arbeid utført i emnet: (a) planlegging av spenstig programmering og (b) analyse av studier og innovative erfaringer for forbedring av motstandskraft, syntese og eksponering for læreren. Begge arbeidene vil tidligere ha blitt korrigert av lærerstaben og kommentert i en personlig veiledning med de involverte studentene.

Avsluttende enkeltvurdering
Studentene må søke om det i løpet av de to første ukene av undervisningen i faget, og det vil bestå av en teoretisk-praktisk eksamen (100 % av karakteren) av innholdet som undervises i faget.

Spesifikt vil den spørre om en programmering for å implementere en intervensjon for utvikling og forbedring av motstandskraft i høyere utdanning (timeplan eller årlig planlegging). Noen flervalgsspørsmål kan også inkluderes i et enkelt gyldig svar for å sjekke om det grunnleggende innholdet i emnet er assimilert.
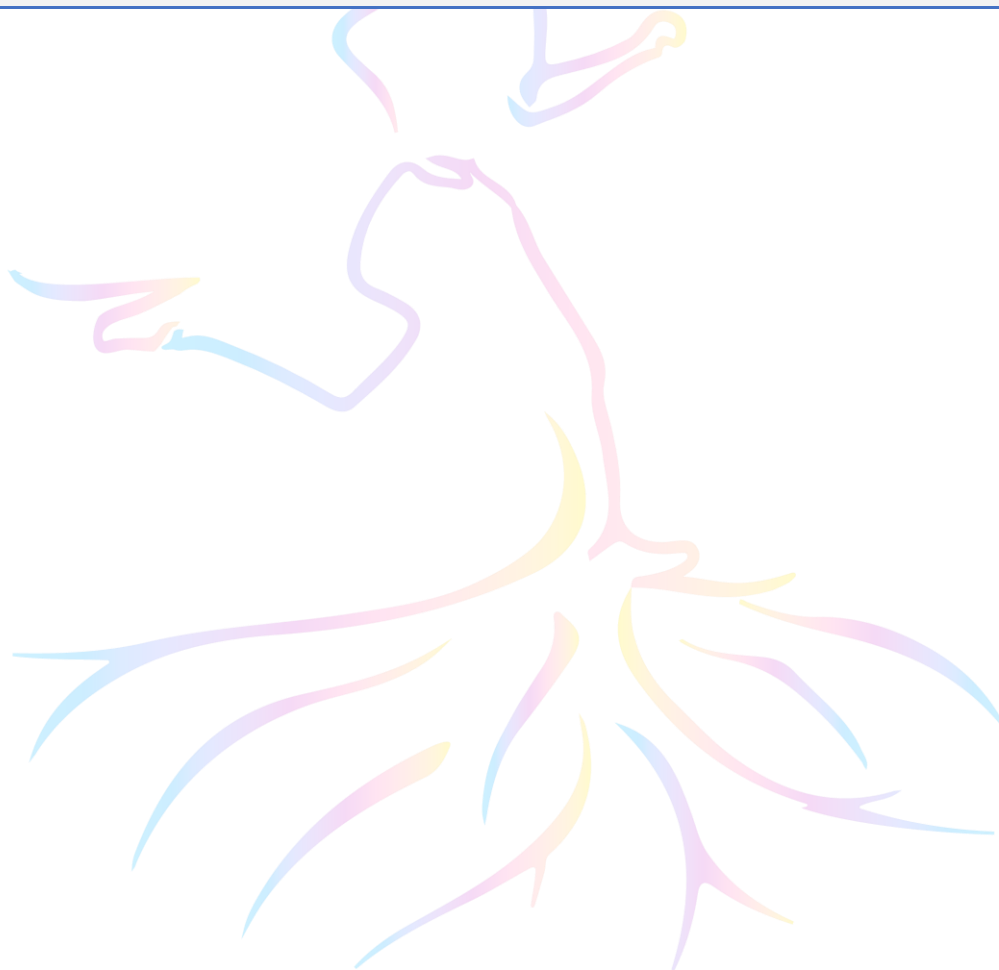
4.- Official Guide Portugal RESUPERES SUBJECT

Titulo	**EDUCAR PARA A RESILIÊNCIA NO ENSINO SUPERIOR, DA TEORIA À PRÁTICA RESILIENTE** (OPÇÃO FACULTATIVA).

Grau	A criação de uma nova subunidade curricular nas instituições de ensino superior portuguesas só pode ocorrer no âmbito do processo de avaliação pela Agência de Avaliação e Acreditação do Ensino Superior (A3ES). Como tal, propõe-se que o RESUPERES SUBJET (RS) seja criado como disciplina de opção para disciplinas cuja matriz curricular preveja a oferta de opções em "Qualquer Área Científica" (QAC). A aprovação das disciplinas de opção é feita pelo Conselho Técnico Científico da Escola Superior de Educação e Comunicação da Universidade do Algarve. Foi identificada a possibilidade de oferecer RS como disciplina opcional nas seguintes disciplinas: -Curso de Educação Básica -Curso de Educação Social

Curso	Total de horas: 78h Horas de contato:26 h.	Semestre	1 o 2	Créditos	3	Tipo	Optional

Ramo	Psicologia

Módulos	12. Arte e criatividade 13. Fotografia e Comunicação

Recomendações

O paradigma da educação para a resiliência é, assim, um importante compromisso profissional para acompanhar e apoiar os alunos em situações de vulnerabilidade, construindo com eles um vínculo positivo e saudável, dando sentido às suas experiências traumáticas. Segundo Sousa (2016, 2021), trata-se, portanto, de um paradigma cujo tecido está impregnado de uma rede afetiva e solidária, que respeita a singularidade e a diversidade, promove o desenvolvimento de novos sentidos para a vida e ajuda a despertar a confiança nos sujeitos, promovendo a identificação, aquisição e valorização de seus recursos internos. De facto, a resiliência é um potencial presente em cada um de nós, mas é determinada de forma diferente de acordo com as fases do desenvolvimento psicológico, o ciclo de vida e as condições ambientais. Importa ainda salientar que a educação para a resiliência, devido à sua natureza transversal na educação, pode e deve fazer parte de projetos que promovam outras competências ou dimensões significativas para o desenvolvimento, tais como a autodeterminação, o comportamento adaptativo ou a melhoria da autonomia na vida humana, e que devem favorecer a abordagem de questões que nos permitam

enfrentar os problemas a partir de uma atitude crítica e positiva, a fim de superar possíveis adversidades.

Se a educação visa preparar as pessoas para se adaptarem a um mundo em constante mudança, que evoluirá de formas imprevisíveis, a intervenção educativa para promover a resiliência torna-se um lugar privilegiado não só para a ativação conceptual no sentido do raciocínio abstrato, mas também para a interação e construção de orientações interpessoais, psicopedagógicas e contextuais, não só como facilitadores do desenvolvimento, processo de ensino, aprendizagem e avaliação, mas também como fatores essenciais na construção de competências interpessoais. São objetivos educacionais ligados à construção da personalidade do ser humano (criança, jovem, adulto) além dos objetivos tradicionalmente propostos pela educação.

Breve descrição do conteúdo

O conteúdo do curso privilegia a dimensão prática suportada por uma breve introdução conceptual. O objetivo é apresentar uma introdução teórica com suporte científico sobre o conceito de resiliência, a importância da educação para o seu desenvolvimento no ser humano e a relevância de trabalhar a resiliência no ensino superior como forma de prever o insucesso e abandono escolares. A componente prática consiste em workshops nas áreas da Fotografia e Comunicação e Arte e Criatividade como facilitadores do desenvolvimento da resiliência. Utilização de meios e recursos para o desenvolvimento da resiliência por parte dos alunos.

Competências

CG01. Capacidade de análise e síntese

CG02. Competências organizacionais e de planeamento

CG03. Comunicação oral e escrita

CG06. Acesso às informações e capacidade de gerenciamento

CG07. Capacidade de resolução de problemas

CG08. Capacidade de tomar decisões de forma autónoma

CG09. Capacidade de Trabalho em Equipa

CG12. Reconhecimento e respeito pela diversidade e multiculturalismo

CG13. Capacidade crítica e autocrítica

GC17. Autonomia de aprendizagem

GC18. Flexibilidade e adaptabilidade a novas situações

CG20. Capacidade de Criatividade

GC22. Iniciativa e espírito empresarial

CG24. Sensibilidade às questões culturais e históricas.

CG25. Preservar e expor o património cultural dos nossos antepassados.

CG26. Gerar e produzir novas ideias que tenham um propósito estético ou ideias funcionais que procurem resolver um problema.

Resultados de Aprendizagem (Objetivos)

- Desenvolver e melhorar a Resiliência, para além da melhoria da saúde mental e do bem-estar psicológico no contexto do Ensino Superior Universitário através das áreas da Fotografia e Comunicação e Arte e Criatividade.
- Explorar a interligação entre música e movimento como vias para a construção de resiliência. Ao integrar estes três parâmetros da atividade artística, os participantes desenvolverão uma compreensão holística de como a música e o movimento podem contribuir para a resiliência.
- Cultivar habilidades de resiliência como autoimagem, autoaceitação e resolução de problemas através da criação artística introspetiva através da Colagem de Autorretrato.
- Desenvolver competências de resiliência como a desenvoltura, a resolução de problemas e o pensamento criativo através da aceitação de acidentes e da sua transformação em resultados positivos na criação artística.
- Incentivar os participantes a explorar os seus sentimentos e experiências interiores através da arte e da fotografia.
- Compreender as imagens, e o fazer de imagens, como forma de comunicação de experiências pessoais ou coletivas e de construção de resiliência.
- Utilizar a fotografia de smartphone como um meio para autoexpressão e construção de resiliência,
- Compreender a fotografia como linguagem e ferramenta para desenvolver competências de resiliência para a mudança individual e social.
- Entender a fotografia como uma oportunidade de autoexpressão.
- Explorar a criação e edição de imagens com significado consciente e como ferramenta.

Programa de conteúdos teóricos e práticos

A. Conteúdos Teóricos
1. Educação, vulnerabilidade e educação para a resiliência
2. Resiliência: definição, evolução e conceitos associados
3. As dimensões pessoal e interpessoal na educação e na formação
4. Ativar a resiliência no contexto educativo de situações de adversidade nas trajetórias de vida pessoal e académica dos estudantes

B. Conteúdos Práticos

1. Workshops: Arte e Criatividade:Existe um instinto artístico comum a todos os seres humanos?
    1.1 Exercício Interativo: Exploração de música e movimento. Criação artística coletiva.
    1.2 Construção da resiliência através da música e do movimento.
    1.3 Colagem de autorretrato: Explorando a autoexpressão.
    1.4 Atividade "Upps! (Borrão de tinta)".
    1.5 Arte fora da caixa.
    1.6 Atividade "Emoção do Fado".
    1.7 A vida e a importância de Frida Kahlo como artista – reflexões sobre as suas experiências e percurso artístico.
    1.8 "Sê como a Frida": canalizar sentimentos interiores através da arte.

2. Workshops: Fotografia e Comunicação - "Enquadrando a Resiliência: Explorando a Autoexpressão por Meio da Fotografia com Smartphone"
    2.1 Introdução à Fotografia com Smartphone e Resiliência.

2.2 Compreendendo a Composição na Fotografia.
2.3 Capturando Emoções por Meio da Fotografia.
2.4 Técnicas de Edição para Imagens Expressivas.
2.5 Explorando o Significado das Imagens.
2.6 Comunicação por Meio de Narrativas Visuais.
2.7 Identidade e Autoexpressão na Fotografia.
2.8 Promovendo a Conexão Social por Meio da Fotografia.
2.9 Reflexão e Integração da Aprendizagem.

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Recomendado
Plataforma Interativa RESUPERES. https://resuperes.eu/ Resuperes App https://resuperes.eu/

Metodología docente

Para atingir os objetivos fixados para esta UC, a metodologia de ensino tem as seguintes opções:
a) otimizar os resultados da formação dos alunos sobre o tema, através da pesquisa, do estudo e da troca de experiências, utilizando os materiais científicos e pedagógicos fornecidos pelo professor.
b) desenvolver atividades práticas nas áreas das artes e criatividade e fotografia.
A metodologia deve enfatizar:

MD01. Aprendizagem cooperativa. Desenvolver uma aprendizagem ativa e significativa de forma cooperativa.

MD02. Aprendizagem baseada em projetos. Realização de projetos para resolução de um problema, aplicando competências e conhecimentos adquiridos.

MD03. Estudos de caso. Aquisição de aprendizagem através da análise de casos reais ou simulados.

MD04. Aprendizagem baseada em problemas. Desenvolver a aprendizagem ativa através da resolução de problemas.

MD05. Metodologia expositiva. Transmitir conhecimento e ativar processos cognitivos no aluno.

MD06. Contrato de aprendizagem. Desenvolver a aprendizagem autónoma. Exercite, ensaie e coloque em prática conhecimentos prévios.

Avaliação

A avaliação será contínua e considerará as seguintes atribuições:

- Produtos do trabalho realizado nas sessões práticas - 45% (15% cada sessão)
- Participação em workshops: 40%
- Reflexões individuais sobre como a UC "Resiliência e Educação" ajudam cada um a desenvolver resiliência - 15%

RESUPERES

2021-1-ES01-KA220-HED-000031173

5.- Official Guide Serbie RESUPERES SUBJECT

Наслов	„Принципи отпорности у учионици, отпорност од теорије до праксе"

Област и ниво студија	Друштвене и правне науке. Бачелор у основном образовању

Наравно	4	Семестар	1	Цредитс	6	Гуи	Опционо

Модули	14. Отпорност у високом образовању (ТЕОРИЈСКО/ПРАКТИЧНО)
	15. Физичко тренинг
	16. Уметност и емоције
	17. Аутобиографски тренинг
	18. Унутрашња гимнастика, свесност
	19. Вожња кануа, оријентација (активности у природи)
	20. Телесно изражавање и плес
	21. Дисање
	22. Интерпретација наслеђа
	23. Музика и свест
	24. Фотографија и комуникација

Препоруке

Кратак опис садржаја
Теоријски и практични принципи конструкта отпорности. Основни аспекти и компетенције отпорности у високом образовању. Развијање отпорности код студента. Области физичког васпитања и спорта (унутрашња гимнастика, плес, физичке активности у природном окружењу, дисање), пластичне уметности, музике, аутобиографског наратива, интеркултуралности и културног наслеђа као покретачи развоја отпорности. Примена медија и ресурса за развој отпорности студената.

Компетенције
ГЦ01. Способност анализе и синтезе
ГЦ02. Организационе и способности планирања
ГЦ03. Усмена и писмена комуникација
ГЦ06. Могућност приступа информацијама и способност управљања
ГЦ07. Вештине решавања проблема
ГЦ08. Способност самосталног доношења одлука
ГЦ09. Вештине тимског рада
ГЦ12. Препознавање и поштовање различитости и мултикултуралности

ГЦ13. Критички и самокритични капацитет

ГЦ17. Аутономија учења

ГЦ18. Флексибилност и прилагодљивост новим ситуацијама

ГЦ20. Капацитет за креативност

ГЦ22. Иницијатива и предузетнички дух

ГЦ24. Осетљивост за културно-историјска питања

ГЦ25. Чување и приказивање културног наслеђа наших предака

ГЦ26. Развој нове идеје које имају естетску сврху или функционалне идеје у циљу решавања проблема.

Исходи учења (циљеви)

- Научити о улози отпорности у високом образовању и обучити будуће професионалце
- Познавање, идентификација и управљање главним елементима који чине отпорност и знати како да се примене у професионалном контексту.
- Направити план и програм интервенције за развој отпорности у универзитетском и професионалном контексту.
- Упознати се са карактеристикама отпорне особе и професионалца и значајем тих карактеристика за професионални контекст.
- Препознати области, садржаје и активности којима се развијају конструкти отпорности.
- Користите области и садржаје отпорности за лични и професионални развој.

Програм теоријских и практичних садржаја

Блок 1. ТЕОРИЈСКИ ПОЈМОВИ ОТПОРНОСТИ

Тема 1. Разумевање отпорности у контексту високог образовања (ВО)

  1.1 Дефинисање отпорности

  1.2 Компоненте отпорности

  1.3 Компоненте отпорности у образовању наставника разредне наставе (пројекат РЕСУПЕРЕС)

  1.4. Активација компоненти отпорности

  1.5. Заштитни и фактори ризика који се односе на отпорност

      1.5.1. Заштитни фактори

      1.5.2. Фактори ризика

  1.6. Карактеристике отпорности

      1.6.1. Особине отпорне особе

      1.6.2. Карактеристике отпорног професионалца

  1.7. Значај развијања отпорности у високом образовању

  1.8. Интервентни програми за промоцију отпорности у високом образовању

  1.9. Процена отпорности

Тема 2. Како се конструише и развија отпорност?

    2.1. Теорије отпорности

      2.1.1. Седам понашања отпорности (Волин & Волин, 1993)

      2.1.2. Седам Ц (стубова) отпорности (Гинсбург & Јаблов, 2011)

      2.1.3. Кућица отпорности

2.2. Окружења или области у којима се развија отпорност

Блок 2. ПРАКТИЧНЕ ОБЛАСТИ/САДРЖАЈИ КОЈИМА СЕ РАЗВИЈА ОТПОРНОСТ

Тема 3. Област физичког васпитања за изградњу отпорности

3.1. Физичке активности у природном окружењу и отпорност: Вожња кануа

3.2. Контрола дисања и отпорност

3.3. Физичка кондиција, фитнес и отпорност

3.4. Унутрашња гимнастика и отпорност (свесност, јога...)

Тема 4. Извођачке уметности за развој отпорности

4.1. Телесни израз и плес као средство изградње отпорности

4.2. Музика и отпорност

Тема 5. Наративне уметности за развој отпорности

5.1. Аутобиографски тренинг и отпорност

5.2. Интерпретација културног наслеђа и отпорност

Тема 6. Ликовне уметности за изградњу отпорности

6.1. Сликарство: Емоције и креативност

6.2. Фотографија и отпорност

Блок 3. РЕСУРСИ И МЕДИЈИ ЗА РАЗВОЈ ОТПОРНОСТИ

Тема 7. Ресурси и медији за изградњу отпорности

7.1. Ресурси и медији за развој отпорности

7.2. Активности повезане са курсом

o **ПРАКТИЧНИ САДРЖАЈИ**
   o Блок I: ТЕОРИЈСКИ КОНЦЕПТИ О ОТПОРНОСТИ
      Вежбање 1. Знамо се, групне динамичке игре.
   o Блок II: ОБЛАСТИ/САДРЖАЈИ КОЈИМА СЕ РАЗВИЈА ОТПОРНОСТ.
      Овај блок се може развити на два различита начина:
      В) Избор развоја једног или два модула, у зависности од ресурса сваког универзитета и образовног контекста, у том случају би се преузимало комплетно програмирање једног или више одабраних модула.
      Б) Вежбе из сваког од модула, а у том случају би био следећи редослед:
      Вежба 2. Плес добродошлице
      Вежба 3. Телесно изражавање и интроспекција
      Пракса 4. Здравствена Гимкана.
      Вежба 5. Плесови света
      Вежба 6. Уметност и емоција
      Вежба 7: Фотографија и комуникација
      Вежба 8: Свесност
      Вежба 9. Дисање
      Вежба 10. Кану
      Вежба 11. Културна гимнхана
      Працтица 11. Причање Приче
   o Блок III: СРЕДСТВА И РЕСУРСИ ЗА РАЗВОЈ ОТПОРНОСТИ
      Вежба 13. „Exergames"
      Вежба 14. Е-учење за развој отпорности (РЕСУПЕРЕС Интерактивна платформа).
      Вежба 15. Мобилне апликације за развој отпорности (Resuperes App).
Активности повезане са предметом.
      o Посете, изласци у природу, дружење, итд...,

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Методика наставе

- МД01. Предавање/експозиторно предавање
- МД02. Дискусије и дебатне сесије
- МД03. Решавање проблема и студије случаја
- МД08. Симулационе вежбе
- МД09. Анализа извора и докумената
- МД10. Пракса

Додатне информације о методици:

- Мастер-клас: Предавања, уз коришћење табле, рачунара и пројектора. Могу се користити чланци који се односе на садржаје на Интернету, као и законодавни документи који регулишу наставну функцију просветне управе. Активно учешће кроз питања/одговоре ће се ценити. Препоручује се упоредо читање РЕСУПЕРЕС приручника (2025) који ће помоћи ученицима да прате планиране садржаје током презентација и да спроводе планиране вежбе на часу.
- Самостални рад у групама од приближно 6 студената: Примењиваће се на самостални годишњи план рада. Присуство ће бити контролисано јер подразумева континуирано оцењивање, а обавезан рад који се предаје обавља се у групама ових дана и током целог семестра.
- Практична наставна: Вежбе које су спроведене на теоретском часу (у учионици), изводиће се и практично. То је Теоријско-практична настава презентације радова анализе претходних студија и одељенске дебате. Присуство је обавезно (80% посећености).
- Пракса: Пракса ће се обављати за сваки од модула. Присуство је обавезно (80% посећености).

Евалуација

Редовна евалуација

Писмени тестови: Један у оквиру теоријско-практичног садржаја. 45%

Педагошки тимски рад: Обавезно, Развој пројекта унапређења резилијентности у високом образовању кроз модул по избору: 30%

- Уживање и присуство на пракси: Коришћење практичне наставе, предлози за унапређење и дневник сесија: 25%
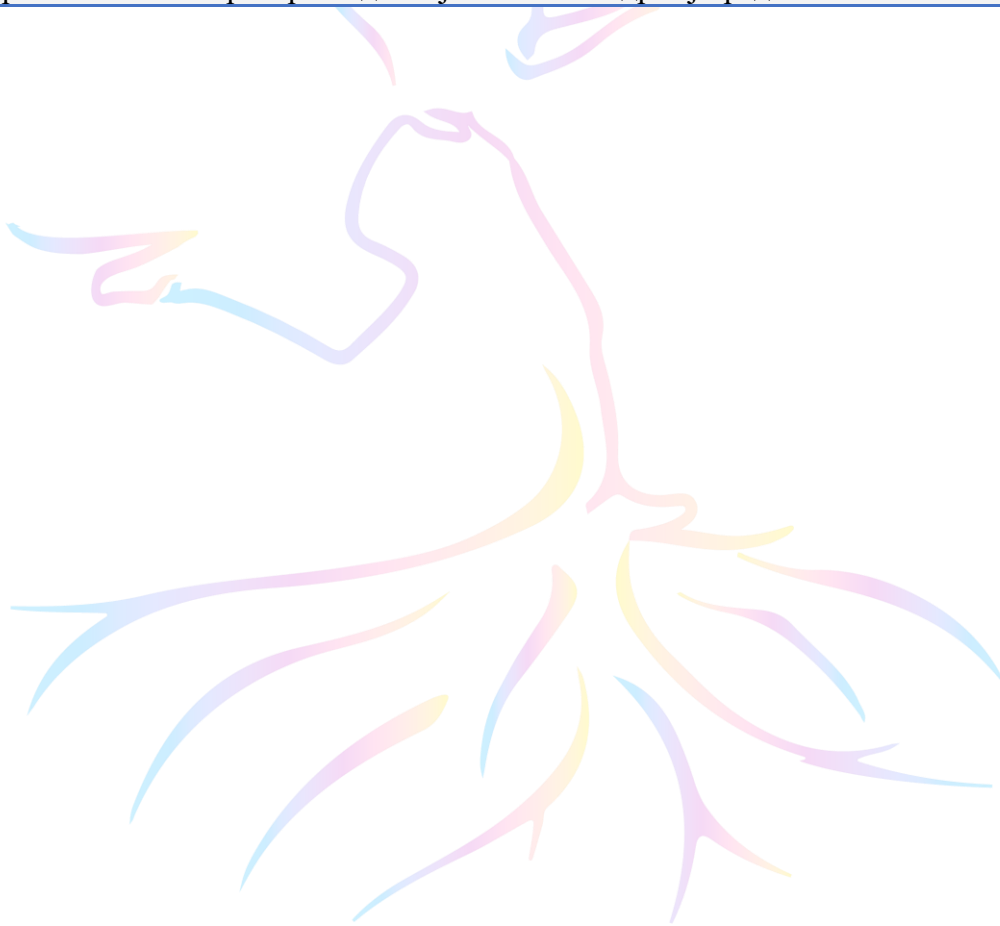
Ванредно вредновање

Састојаће се од писменог теста, као и презентације рада који се обавља у предмету: (а) планирање отпорног програмирања и (б) анализа студија и иновативних искустава за побољшање отпорности, синтезе и изложености наставнику. Оба рада ће бити претходно исправљена од стране наставног особља и коментарисана у личном туторијалу са укљученим студентима.

Коначна појединачна процена

Студенти се морају пријавити у прве две недеље наставе из предмета, а састојаће се од теоријско-практичног испита (100% оцене) садржаја који се изучавају у предмету.

Конкретно, добиће питања о програмирању за спровођење интервенције за развој и побољшање отпорности у високом образовању (распоред или годишње планирање). Нека питања са вишеструким избором могу такође бити укључена са једним валидним одговором како би се проверило да ли је основни садржај предмета асимилован.

6.- Official Guide Spain RESUPERES SUBJECT

Título	"Principios de la resiliencia en el aula, de la teoría de la resiliencia a la práctica"

Grado & Rama	Ciencias Sociales y Jurídicas. Grado en Educación Primaria

Curso	4	Semester	1	Credits	6	Guy	Optional

Modulos	Resiliencia para la Educación Superior (TEÓRICO/PRÁCTICO)
	Breathing
	Condición física
	Expresión Corporal y Danza
	Gimnasia Interior: Mindfulness
	Heritage Cultural
	Música y Emoción
	Orientación y/o Canoa (actividades en la naturaleza)

Recomendaciones

Breve descripción de los contenidos

Principios teóricos y prácticos del constructo de resiliencia. Aspectos básicos y competencias resilientes en la educación superior. Desarrollo resiliente del estudiante. Las áreas de Educación Física y Deporte (Gimnasia Interior, Expresión Corporal, Actividades Físicas en el Medio Natural, Respiración), Artes Escénicas (Danza y Música), Narrativas (Narrativa Autobiográfica), Visual (Pintura y Fotografía), e integradas dentro del área de Interculturalidad y Patrimonio Cultural, como facilitadoras del desarrollo de la resiliencia. Uso de medios y recursos para el desarrollo de la resiliencia por parte del alumnado.

Competencias

CG01. Capacidad de análisis y síntesis
CG02. Habilidades de organización y planificación
CG03. Comunicación oral y escrita
CG06. Acceso a la información y capacidad de gestión
CG07. Habilidades de resolución de problemas
CG08. Capacidad para tomar decisiones de forma autónoma
CG09. Habilidades de trabajo en equipo
CG12. Reconocimiento y respeto a la diversidad y la multiculturalidad
CG13. Capacidad crítica y autocrítica
CG17. Autonomía de aprendizaje
CG18. Flexibilidad y adaptabilidad a nuevas situaciones
CG20. Capacidad para la creatividad
CG22. Iniciativa y espíritu emprendedor
CG24. Sensibilidad hacia las cuestiones culturales e históricas.

CG25. Preservar y exhibir el patrimonio cultural de nuestros antepasados.

CG26. Generar y producir nuevas ideas que tengan un fin estético o ideas funcionales que busquen resolver un problema.

Resultados de Aprendizaje (Objetivos)

- Conocer el papel de la Resiliencia en la Educación Superior y formar a los futuros profesionales
- Conocer, identificar y gestionar los principales elementos que componen la resiliencia, y saber aplicarlos en contextos profesionales.
- Planificar un programa de intervención resiliente en contextos universitarios y profesionales.
- Conocer las características de una persona y profesional resiliente, y su importancia para los contextos profesionales.
- Reconocer las áreas, contenidos y actividades que desarrollan los constructos de la resiliencia.
- Utilizar áreas y contenidos resilientes para el desarrollo personal y profesional.

Programa de contenidos teóricos y prácticos

Bloque 1. CONCEPTOS TEÓRICOS DE LA RESILIENCIA

Tema 1. Comprender la resiliencia en el contexto de la educación superior (ES)

1.1 Definición de resiliencia

1.2 Componentes de la resiliencia

1.3 Componentes de la resiliencia en la educación superior para docentes en formación (proyecto RESUPERES)

1.4. Activación de los componentes de la resiliencia

1.5. Factores protectores y de riesgo relacionados con la resiliencia

    1.5.1. Factores protectors

    1.5.2. Factores de riesgo

1.6. Características de la resiliencia

    1.6.1. Características de una persona resiliente

    1.6.2. Características de un profesional resiliente

1.7. Importancia de desarrollar la resiliencia en la educación superior

1.8. Programas de intervención para la promoción de la resiliencia en la ES

1.9. Evaluación de la resiliencia

Tema 2. ¿Cómo se construye y desarrolla la resiliencia?

2.1. Teorías de la resiliencia

    2.1.1. Los siete comportamientos de la resiliencia (Wolin y Wolin, 1993)

    2.1.2. Las siete C de la resiliencia (Ginsburg y Jablow, 2011)

    2.1.3. La casita de la resiliencia

2.2. Entornos o áreas en los que se desarrolla la resiliencia

Bloque 2. ÁREAS/CONTENIDOS PRÁCTICOS QUE FOMENTAN LA RESILIENCIA

Tema 3. El área de Educación Física para la construcción de resiliencia

3.1. Actividades físicas en el medio natural y resiliencia: Canoa y/o Orientación

3.2. Breathing y resiliencia

3.3. Acondicionamiento físico, aptitud física y resiliencia

3.4. Gimnasia interior y resiliencia (mindfulness, yoga...)

Tema 4. Artes escénicas para desarrollar la resiliencia

4.1. La expresión corporal y la danza como medio de construcción de resiliencia

4.2. Música y resiliencia

Bloque 3. RECURSOS Y MEDIOS PARA EL DESARROLLO DE LA RESILIENCIA

Tema 6. Recursos y medios para el desarrollo de la resiliencia

7.1. Recursos y medios para el desarrollo de la resiliencia
7.2. Actividades asociadas al curso

CONTENIDOS PRÁCTICOS

Bloque I: CONCEPTOS TEÓRICOS SOBRE LA RESILIENCIA

o Práctica 1. Nos conocemos, juegos de dinámicas de grupo.

Bloque II: ÁREAS/CONTENIDOS QUE CONSTRUYEN RESILIENCIA.

Este bloque se puede desarrollar de dos maneras diferentes:

A) Elección de desarrollo de uno o dos módulos, en función de los recursos de cada universidad y contexto educativo, en ese caso, se tomaría la programación completa del módulo o módulos elegidos.

B) Prácticas de cada uno de los módulos, en cuyo caso sería el siguiente:

o Práctica 2. Danzas de bienvenida y del Mundo
o Práctica 3. Expresión corporal
o Práctica 4. Expresión corporal
o Práctica 5. Mindfulness
o Práctica 6. Mindfulness
o Práctica 7: Breaathing
o Práctica 8: Breathing
o Práctica 9. Actividades medio natural
o Práctica 10. Actividades medio natural
o Práctica 11. Heritage Cultural
o Práctice 12. Gymnkhana cultural

Bloque III: MEDIOS Y RECURSOS PARA CONSTRUIR RESILIENCIA

o Práctica 13. Exergames
o Práctica 14. Formación E-learning resiliente (Plataforma Interactiva RESUPERES).
o Práctica 15. Apps para el desarrollo de la resiliencia (RESUPERES APP).

🞢 Actividades asociadas a la asignatura. Visitas, salidas naturales, convivencia, etc...,

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Recomendada

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Teaching methodology

MD01. Conferencia
MD02. Sesiones de discusión y debate
MD03. Metodología de resolución de problemas y estudios de casos
MD08. Ejercicios y sesiones de simulación
MD09. Análisis de fuentes y documentos
MD10. Sesiones Contenidos prácticos

Información adicional sobre la metodología:
- Clase magistral: Clases magistrales, con el uso de pizarra, ordenador y proyector. Se podrán utilizar artículos relacionados con contenidos de Internet, así como documentos legislativos que regulen la función docente por parte de la administración educativa. Se valorará la

participación activa a través de preguntas/respuestas. Se recomienda leer en paralelo el Manual RESUPERES (2025), que ayudará a los estudiantes a seguir el contenido de la planificación durante las presentaciones y a realizar prácticas de planificación en clase.

- Trabajo autónomo del alumno: Trabajo desarrollado en grupos de 4-6 en forma de trabajo autónomo de planificación anual. La asistencia será controlada ya que implica una evaluación continua y los trabajos obligatorios a entregar se realizan en grupos, y con control en clase y tutoría, y a lo largo del semestre.
- Propuestas prácticas en aula teórica: Se llevarán a cabo prácticas realizadas en una clase teórica (aula), se realizarán prácticas comentadas en clase. Son clases teórico-prácticas de presentaciones de trabajos de análisis de estudios previos y debate en clase. Estos días son obligatorios (80% de asistencia)
- Prácticas: Se realizarán prácticas en cada uno de los módulos. Asistencia obligatoria (80% de asistencia).

Evaluación

Evaluación ordinaria
- Pruebas escritas: Una correspondiente al bloque de contenidos teórico-prácticos. 45%
- Trabajo pedagógico en equipo: Con carácter obligatorio, Desarrollo de proyectos de mejora de la resiliencia a través de un módulo a elección, en Educación Superior: 30%
- Aprovechamiento y asistencia a las prácticas: Uso de las clases prácticas, propuestas de mejora y diario de sesiones: 25%

Evaluación Extraordinaria
Consistirá en una prueba escrita, así como la presentación de trabajos del temario de la asignatura: (a) planificación de la programación resiliente, y (b) análisis de estudios y experiencias innovadoras para la mejora de la resiliencia, síntesis y exposición al profesorado. Ambos trabajos habrán sido previamente corregidos por el profesorado y comentados en una tutoría personal con el alumnado implicado.

Evaluación Única Final
Los estudiantes deberán solicitarlo en las dos primeras semanas de impartición de la asignatura, y consistirá en un examen teórico-práctico (100% de la nota) de los contenidos impartidos en la asignatura. En concreto, se preguntará sobre una programación para implementar una intervención para el desarrollo y mejora de la resiliencia en la Educación Superior (horario o planificación anual), y preguntas de opción múltiple con una única respuesta válida para comprobar si se han asimilado los contenidos básicos de la asignatura.

RESUPERES

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RESUPERES

https://www.resuperes.eu/

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