

Applying Personal Strengths: Building Well-Being and Resilience Strategies in an Undergraduate Wellness Course

Julianne Latimer, Georgia Institute of Technology

Julianne Latimer is a second-year undergraduate student pursuing a degree in Industrial and Systems Engineering at Georgia Tech in Atlanta, Georgia. Currently, she serves as a student assistant for the Effective Team Dynamics Initiative, where she conducts engineering education research and facilitates strengths-based team dynamics workshops for first-year and transfer student seminars. Julianne is deeply passionate about promoting educational equity and K-12 STEM outreach. She aspires to further her studies in educational research and evaluation or instructional design in graduate school to continue making a positive impact in these areas.

Dr. Mary Lynn Realff, Georgia Institute of Technology

Mary Lynn Realff is the Associate Chair for Undergraduate Programs in the School of Materials Science and Engineering at the Georgia Institute of Technology in Atlanta, Georgia and also Cox Faculty Fellow, Co-Director of the Center for Women, Science, and Technology, and a Fellow of the Center for Deliberate Innovation. Dr. Realff (GT BS Textile Engineering 1987) has served on the faculty at Georgia Tech since 1992 and is currently leading the Effective Team Dynamics Initiative.

Dr. Realff is a transformational leader with a passion for diversity, equity, and inclusion. She led efforts at Georgia Tech and in the American Society of Mechanical Engineers (ASME) to change policies and practices to increase diversity. She has been integral in setting organizational strategies across Georgia Tech, the National Science Foundation and the Center for Puppetry Arts. She served as the Vice President of Leadership and Diversity in ASME where the resulting policies and training have influenced the diversity and inclusion strategies of a wide range of professional societies. She has the energy to initiate and the dedication to sustain innovative education programs at the graduate, undergraduate and K-12 levels.

Dr. Realff is the founding director of the Effective Team Dynamics Initiative (ETD) which delivers on the vision that Georgia Tech will be a community where everyone's unique contributions are recognized. ETD cultivates a supportive, productive, and harmonious learning community grounded in strengths-based collaboration. Her operational leadership and strategic oversight has resulted in the initiative impacting 6500 undergraduate and graduate students and 1600 post docs, faculty, and staff in just the past five years. The initiative partnered with the Center for Teaching and Learning to develop the curriculum and train faculty and staff as certified facilitators to deliver its content. Dr. Realff has disseminated this program to other institutions. She directs an NSF sponsored grant in innovation in graduate education which draws on best practices in team work to develop leaders in engineering practice. She has revamped the MSE UG lab experience and MSE curriculum with an emphasis on integrating assessment and including post-doc and graduate student development.

Dr. Realff is a dedicated educator who listens to and advocates for students and has been honored for her teaching and mentoring at Georgia Tech. Her leadership and teaching excellence have been recognized through the Undergraduate Research Mentor Award, Atlanta Partners for Education Business School Partnership Award, CETL/AMOCO Junior Faculty Teaching Award, Outstanding Faculty Award, ANAK Award, CETL Educational Partnership Award, and MSE Faculty Teaching Award. Her service has been recognized through the ASME Dedicated Service Award and the Georgia Tech Diversity Champion Award. In 2007, she was named Fellow of ASME. She earned her B.S. degree in Textile Engineering at Georgia Tech and her Ph.D. in Mechanical Engineering and Polymer Science & Engineering at MIT.

She lives in Atlanta with her husband (a Professor at Georgia Tech). They have two children: a son who lives in Japan and a daughter that lives in Wisconsin.

Clara Blue Templin, Georgia Institute of Technology

My name is Clara Templin, and I am from New Orleans, Louisiana. In terms of my educational interests, I am very curious about sustainability and ways to get rid of existing plastic pollution. In my senior year of high school, I conducted my own research project to see how plants grow when fertilized with normal mealworm poop compared to mealworm poop from a styrofoam diet. I am interested in exploring more topics like this. I am a third-year student in Materials Science and Engineering at Tech, and I am minoring in Industrial Design.

Jill Fennell, Georgia Institute of Technology

Jill Fennell, the Frank K. Webb Chair in Communication Skills at the George W. Woodruff School of Mechanical Engineering at Georgia Tech, focuses on advancing written, visual, and verbal communication skills. Her research centers on affect theory and its application to technical communication, specifically information design. Jill studies how to enhance the effectiveness of pedagogical documents by incorporating principles from affect theory. Through her work, she aims to empower students, fostering an environment where they actively shape their communication interactions, including teamwork and ethical discussions. By integrating these principles, she goes beyond traditional methods, ensuring that students not only learn but also take an active role in shaping their communication experiences.

Dr. Christie Stewart, Georgia Institute of Technology

Dr. Christie Stewart is a Senior Academic Professional in the School of Biological Sciences and a certified Gallup strengths coach. She received a Bachelor of Science in Movement Science from the University of Pittsburgh, a Master of Education in Clinical Exercise Physiology from the University of Georgia, and her Doctorate in Educational Leadership from Mercer University. She is co-director of the wellness requirement at Georgia Tech and co-developed the course, Flourishing: Strategies for Well-being and Resilience. Christie has a passion for helping others develop skills in self-care and creating a culture of well-being at Georgia Tech. She centers her research and teaching on the development of communities to support well-being.

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Abstract

Supporting and increasing students' well-being and resilience will positively impact their academic success. In this study, we analyze students' reflections in a newly designed health and well-being course to see how they demonstrate embodiment of the course learning objectives, knowledge, and skills.

In Summer 2021, the Effective Team Dynamics Initiative, in collaboration with Georgia Institute of Technology (Georgia Tech) School of Biological Sciences, piloted the course "Flourishing: Strategies for Well-being and Resilience" (APPH 1060) as one of three courses satisfying a wellness requirement for all undergraduate students. This course was designed to improve students' well-being with a focus on flourishing (achieving success; prospering), outlined in the course description as focusing on "the conceptual pillars of coping, resiliency, optimism, gratitude, mindfulness, and emotional intelligence". Students were asked to complete the CliftonStrengths for Students Assessment and apply their results to assigned reflections that focused on relating their CliftonStrengths to past life experiences, working in teams, and managing stress.

At Georgia Tech, where approximately 43% of students are within the College of Engineering and 78% are pursuing STEM degrees, this course promotes resilience within rigorous curricula. It also satisfies ABET's criteria of institutional support by providing "an environment in which student outcomes can be attained." Additionally, utilization of CliftonStrengths has been proven to improve post-graduation outcomes, and a person's top five CliftonStrengths tend to stay consistent over time, allowing for application to engineering employment and personal endeavors well after graduation.

The objective of our work was to answer the research question: "How effective are the course content and assessment methods in ensuring students meet course learning objectives?". We hypothesized that conducting a thematic analysis of student reflections could serve as a reliable method for assessing students' understanding of their strengths and their ability to identify strategies to develop and leverage them towards well-being and thriving. We analyzed the student reflections to identify emergent themes in an assignment at the beginning of the course (reflection on strengths in relation to previous life experiences) and later in the course (reflection on strengths in relation to managing stress) and compared these emergent themes to the learning objectives of the course.

Deidentified examples of student work with their associated themes coded and analysis of these codes are presented. Five themes emerged in the responses: (1) personal growth and understanding, (2) acceptance and moving forward, (3) coping strategies, (4) problem-solving process, (5) motivation. Overall, there was evidence of personal growth, including increased knowledge and application of coping and resilience strategies, and an increased understanding and application of CliftonStrengths present in the reflections. Additionally, there were notable

parallels evident between subthemes and course learning objectives, implying a correlation between content retention and intended course outcomes.

Introduction

In 2020, a study performed at a large, unidentified southeastern US university found undergraduate students enrolled in a STEM degree program were less likely to seek counseling and less aware of mental health resources at their university, possibly due to the competitive environment of their program [1]. Additionally, undergraduate engineering students with higher perceived stress levels tend to have a lower GPA, with perceived resilience being the only found variable that may buffer the stress-GPA relationship [2]. Underrepresented engineering students were more likely to be affected by this stress, self-reporting higher levels of depression and perceived microaggressions within their department [3]. A correlation has been identified between stress levels and an inclination to leave one's course of study, paired with a reluctance to seek external help, which may particularly negatively affect engineering students [4] undergraduate engineering retention. There exists a demand for increased wellness initiatives on college campuses, especially directed towards STEM and engineering majors due to the competitive culture and negative impact COVID-19 had on the mental health of undergraduate students as a whole [5].

One solution to this lack of mental health care in undergraduate engineering programs is through a required wellness course. Many studies have found required wellness courses to increase healthy decision-making, increase exercise, and decrease self-reported levels of stress [6]. Implementing an evidence-based wellness course has shown evidence to maintain higher levels of resiliency and adaptive skills for undergraduate students at the three-month mark [7]. Additionally, the utilization of a course with the integration of mindfulness-based strengths practices showed higher wellness and retention for undergraduate students [8]. Our researchers used current literature and insights learned by the Effective Team Dynamics Initiative to design a wellness course that was meant to improve the mental health and resilience of students who enrolled in the course.

The Effective Team Dynamics Initiative, a campus-wide initiative that equips teams to work better together through integration in core courses and workshops, collaborated with Georgia Tech School of Biological Sciences, piloting the course "Flourishing: Strategies for Well-being and Resilience" (APPH 1060) in Summer 2021. This course acts as an option for a mandatory two credit-hour requirement for undergraduate students at Georgia Tech. According to one of the developers and instructors of the course, the instructor "used strengths as [their] language to talk about how [they] were leveraging [their] natural talents to develop and support skills for self-care, resilience, and overall well-being" [9]. The course included content on coping, resiliency, and gratitude, alongside journal entries, and personal reflections derived from class readings, videos, and discussions. The course also incorporated the use of CliftonStrengths into its framework by having students take the CliftonStrengths Assessment at the beginning of the course if they had not done so and applying their strengths into reflections.

The current study aims to test the effectiveness of the content and assessment methods of the APPH 1060 course in ensuring students meet course learning objectives by using thematic analysis on student reflections to detect emergent themes and course content retention. At

Georgia Tech, with 78% of students seeking STEM degrees and 43% of students in the College of Engineering, the course intends to teach stress management and coping skills to improve long-term outcomes, including resilience and well-being, for students at Georgia Tech.

Literature Review

Relevant current literature on designing wellness courses includes discussion of self-reflection, personalized and self-guided education, and the use of positive psychology, as discussed below. These sub-topics occupy an important place in current scholarship because these components bridge existing course design frameworks with the recent development of positive psychology in undergraduate education [10-12].

Promoting Student-Content Engagement in a Wellness Course

Current scholars agree that the incorporation of self-reflection practices increases emotional resilience. In 2017, a group of researchers at the University of Calgary explored how to use wellness as a framework for undergraduate course design, noting that it was important when designing a course that includes reflection and resilience to embed opportunities for student reflection on their strengths and challenges at the beginning and end of the course [13]. Integrated reflection opportunities have been proven beneficial in multiple cases, including one upper-level undergraduate wellness course where participants revealed that self-reflection provided them with new perspectives and an increased sense of clarity and prevented wellness from just being tangentially discussed [14]. Because of the direct approach self-reflection provides in assessing resilience in a wellness course, self-reflection exercises “can enhance the individual’s insight into their coping and its effectiveness in different contexts increasing the use of situation-appropriate coping” [15]. On top of understanding oneself through the reflection exercises, Georgetown University’s Engelhard Project has integrated a curriculum focusing on well-being and flourishing into academic courses, and the collected narrative responses from students have indicated that they are more aware of well-being issues around campus and feel more connected to faculty and staff on campus as a result [16]. Current literature indicates a need for self-reflection in wellness courses due to the typically passive approach, like providing solutions without discussing the problems, of discussing mental health and wellness in universities [17]. Self-reflection in these courses would allow students to develop a deeper understanding of oneself and connection to those around them.

Research suggests that providing undergraduate students more autonomy to personalize and self-guide their own education increases learning outcomes. In a study determining the role of motivational factors in undergraduate learning environments, it was evident that there must exist a combination of intrinsic value (stimulating curiosity and internal drive) and extrinsic value (making the learning experience instrumentally useful) to best engage a student in the course curriculum [18]. Intrinsic value can be activated through a personalized education, increasing motivation in a student’s learning journey [19], and extrinsic value can be activated through self-guided inquiry, which leads to higher content retention and usefulness of the course [20]. With a self-guided education approach, wellness courses can be modified to accommodate undergraduate students’ desires to have more time to discuss their personal wellness journey [21]. At Bryn Mawr College, a health and wellness program for undergraduates detected little wellness-related behavior change as a result of the course after students were assessed at a 2-year

benchmark. This course was modified to allow students to personalize sections of the course through the use of goal setting and self-structuring of their personal fitness journey. This attempt was significantly more successful, showing significant wellness-related behavior change and higher self-esteem when given the benchmark assessment, pointing to the fact that students who are given guidance using their individualized strengths may be more successful in improving their self-esteem and feeling comfortable in their decisions [22]. Individualization in undergraduate wellness courses has been proven to improve overall success in the course and course satisfaction and can work concurrently with self-reflection opportunities.

Recent developments in the field suggest that incorporating positive psychology can enhance more established practices and lead to student “flourishing.” Flourishing is defined as “growing vigorously; thriving; prosperous” and can be applied as a goal in a classroom setting through “teachers and students using their own strengths, seeing the strengths in others and mobilizing group-level strengths to achieve a common goal” [23]. When using common positive psychology, or “the scientific study of human flourishing,” one study found the students in the course that integrated positive psychology in “required readings, writing assignments, and engaged learning activities” had much higher levels of optimism and well-being compared to the control group whose course did not include this course content [11]. On top of the increase in optimism, there has also been evidence to show that positive psychology interventions can significantly decrease negative thoughts, therefore increasing emotional resilience and flourishing [12], and can especially be useful in increasing gratitude and optimism through the application of individual strengths [24].

Best Practices for Designing a Course with a Strengths-Based Language

Research on wellness course design includes a focus on the use of strengths-based language. This area of research includes the incorporation of using general “strengths-based” terms as well as the CliftonStrengths for Students terms, specifically.

Recent research is increasingly supportive of using strengths-based language in undergraduate course design. A university that integrated a strengths-based language in a minor course and student organizations had a positive association with first year students’ sense of thriving during their first semester [25]. Additionally, there is an increasing interest in campus-wide strength integration of strengths-based language. For example, when GSM London integrated an institution-wide adoption of a strengths-based language, their student body yielded higher student resilience (as indicated by students’ willingness to persist with assignments) and improved academic records (as indicated by increased grade average and increased class attendance) [26]. When looking to combine a strengths-based language with individual reflection, a conversation-based strengths-based intervention showed students had high regards for their strengths and had higher levels of optimism and self-efficacy throughout the course [27]. Collectively, these programs emphasize the role of strengths-based languages in fostering a thriving atmosphere for undergraduate students.

Research into CliftonStrengths is also increasing in popularity. Specifically, researchers approve of using a cohesive assessment tool to provide students with a consistent language to discuss their strengths and other traits. CliftonStrengths has been proven reliable through its evidence of consistency over time, where individuals tend to receive similar results upon reassessment [28].

This indicates high levels of dependability in testing for inherent strengths, reinforcing the credibility of the integration of CliftonStrengths into a strengths-based course. Additionally, CliftonStrengths allows for over 33 million individual sets of signature themes, allowing for a unique and personalized profile [29]. The use of CliftonStrengths is highly researched [27, 30] with many studies focusing on the increase in student motivation and academic success when using CliftonStrengths in an undergraduate setting. Additionally, people across different demographics are equally likely to have a certain strength [31], emphasizing the inclusivity and applicability across varied student populations. With the extensive research done on this tool to assess strengths, the CliftonStrengths Assessment can be confidently used to assess student strengths and as an application guide for said strengths to increase students' thriving.

This study aims to further the current research of how CliftonStrengths can be used as a tool to expand on wellness principles and course content in undergraduate student reflections. Additionally, there is limited research using thematic analysis to compare emergent themes from student reflections at the beginning of a wellness course and after a set number of lectures; many of the previously mentioned studies were quantitative in nature through testing physical attributes or delivering wellness assessments, and we hope to gain a more complex and student-oriented perspective on content retention and application of the course content through a thematic analysis.

Methodology

Previous Course Information

In Spring 2022, the instructor of the APPH 1060 course employed the PERMA assessment [32] to measure nine factors in their students (positive emotion, engagement, relationships, meaning, accomplishment, negative emotion, health, loneliness, and happiness). After performing a paired t-test when comparing individual students' self-reported results ($n = 24$) from the beginning of the course and the end of the course, there was found to be one statistically significant positive difference between scores for positive emotion ($p = .03$), positive difference trends for health and relationships ($p = .3058$, $p = .3862$), and a negative difference trend for loneliness ($p = .2958$), where positive difference implies an increase in the score and negative difference implies a decrease in the score. The observed trends seemed to indicate that the course may be having a positive impact on the students; however, we sought more understanding of the impact on student learning objective attainment. Because the PERMA metric gave a quantitative approach to personal values and wellness, the instructors sought a qualitative measure of student themes that emerged throughout the course to account for external factors that may not be evident using a quantitative assessment. This led to study focused on a qualitative approach in the Fall 2022 and Spring 2023 sections of APPH 1060 to gain more information on whether thematic analysis is an effective method for testing students' alignment with the learning goals of the course.

Overview of Study

This paper presents a qualitative thematic analysis of mandatory student reflective assignments on the application of individual CliftonStrengths to future goals and stress in the context of a wellness course. We tested the hypothesis that a thematic analysis of student reflections can be used to measure students' understanding and application of learning objectives toward well-

being and thriving. Specifically, our research question is, “How effective are the course content and assessment methods in ensuring students meet course learning objectives?”.

Definitions

The following definitions may clarify references to language regarding CliftonStrengths:

Strengths-based language: A language that focuses on a person’s strengths rather than their limitations [10]. The intention is to allow students to see themselves at their best and be able to communicate this with their peers.

CliftonStrengths themes: 34 “unique talents -- your natural patterns of thinking, feeling, and behaving” [33]. These are the strengths that are ranked in your CliftonStrengths Assessment report. For clarity due to the mention of themes in reference to thematic analysis, “CliftonStrengths themes” will be referred to as “CliftonStrengths” in this paper.

CliftonStrengths Assessment: An online test that measures the intensity of your talents in each of the CliftonStrengths themes [34].

CliftonStrengths for Students report: A report generated from CliftonStrengths Assessment results, directed towards the perspective of a student. According to Gallup, “the CliftonStrengths for Students report connects students' strengths to the way they learn, study, interact socially, accomplish goals and more” [35].

Setting

This study took place at Georgia Tech, located in the southeastern United States with approximately 18,000 undergraduate students, with 73% of students seeking a STEM degree. The participants in the study were 48 students enrolled in the Fall 2022 and 50 students in the Spring 2023 section of the course “Flourishing: Strategies for Well-being and Resilience” (APPH 1060), which is one of three options to satisfy a 2 credit-hour wellness requirement for undergraduate students. The instructor for the course was part of the team that developed the course.

Participants

The participants in the Fall 2022 section of APPH 1060 are pursuing 18 different majors in 4 different colleges at Georgia Tech. The participants included 56% White, 12% Black or African American, 18% Asian, and 14% other. The population was 10% Hispanic or Latino students. Students identifying as female made up 62% and male 38%. Additionally, 46% of students belonged to the College of Engineering, and 90% of students belonged to a STEM degree program (including College of Engineering, College of Computing, and College of Sciences).

The participants in the Spring 2023 section of APPH 1060 are pursuing 17 different majors in 4 different colleges at Georgia Tech. The participants included 33% White, 13% Black or African American, 35% Asian, and 19% other. The population was 21% Hispanic or Latino students. Students identifying as female made up 46% and male 54%. Additionally, 56% of students

belonged to the College of Engineering, and 92% of students belonged to a STEM degree program.

Course Information

This course had mandatory reflections that involved the application of five strengths students received after taking the CliftonStrengths Assessment at the beginning of the semester or by revisiting their results from taking the assessment previously. Students were then either provided with a CliftonStrengths for Students report, or they could access their previous CliftonStrengths Assessment report. In their assigned reflections, students were asked to consider their strengths in relation to future goals, stress, and working in teams. This study focuses on the analysis of one reflection completed during lecture 3 and one reflection completed during lecture 13. The course has the following description:

“This course is designed to help students improve their health/well-being and flourish by using conceptual pillars such as coping, resiliency, optimism, mindfulness, and emotional intelligence.”

Additionally, the course has the following learning objectives, which students should be able to do upon the completion of the course:

- A. Explain the value of managing stress in achieving optimal health/well-being.
- B. Identify one's personal coping style and strengths for transforming stress into a positive factor.
- C. Explain key strategies to flourish in a challenging environment through optimistic and resilient thinking.
- D. Describe how to use the concept of “failure” to learn and grow.
- E. Identify how to use emotional intelligence to prevent stress and fatigue and improve one's health/well-being.

Students were made aware of the learning objectives through the course syllabus that was distributed at the beginning of each course. Appendix A contains the course description, lecture schedule, and learning objective sections of the course syllabus.

Figure 1 shows our framework to engage in continuous improvement of the course through answering the research question, “How effective are the course content and assessment methods in ensuring students meet course learning objective?”. Through this framework, we can understand the impact of the course on students' attainment of the learning objectives and the effectiveness of our study design and assessment methods. It also includes looking at the course design separate from the learning objectives, giving us a structured way to make changes in the learning objectives, course design, and assessment methods.

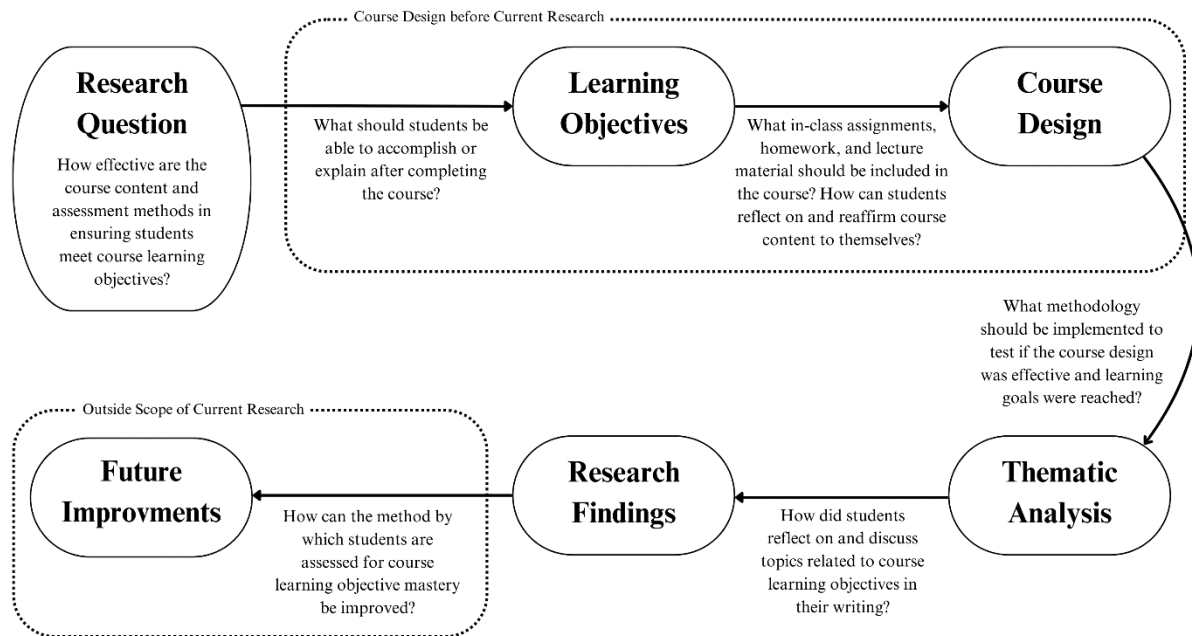


Figure 1: Method by which researchers designed and assessed the APPH 1060 course to align with course learning objectives, with the intention of future course improvements.

In the sections of the course that are the subject of this study, the first reflection required students to name the CliftonStrength they best identified with, list excerpts from their strengths report that resonated with them, describe how they currently use their strength, and create goals for how to further improve their strength. The second reflection required students to answer four questions regarding their strengths and their reaction to stress, including describing why they selected their strength, listing tactical ways they can cope with stress using their strength, describing a time they have used their strength, and reflecting on what they have learned about themselves. The reflection prompts throughout the course are attached in Appendix A.

Procedure

All consent procedures were reviewed by the Institutional Review Board. Students consented to share their reflections for this study. After the course, all reflections were de-identified and analyzed. Students were numbered and when a student's quotes are referred to below, they will be cited as (student number, reflection, semester). For example, the first reflection of student 03 in the Spring will be called (03, R1, Spring).

Data Analysis

In this study, a mixed methods thematic analysis [36] was implemented, with a qualitative approach to finding emergent themes in student reflections and a quantitative element to compare quantities of subthemes referenced in the first and second reflections. A primarily qualitative approach was used to find a deeper understanding of reflections that cannot be identified in survey-based research [37] while a quantitative element was introduced to provide another method for comparison between reflections. Thematic analysis was used to determine what recurring themes appeared in student reflections at the lecture 3 benchmark and the lecture

13 benchmark. A team of two researchers followed the six steps for thematic analysis as indicated by Braun and Clarke [38], a commonly cited method for thematic analysis:

1. The two researchers became familiar with the content of the reflections and noted ideas and trends as they were reading. For example, excerpts of notes from this initial familiarization include “increasing one’s confidence using CliftonStrengths” and “reflecting on skill growth over time.”
2. Initially, the team discussed ten reflections to create a baseline set of codes that would be used to code the remaining reflections. Then, the two researchers individually expanded on this set of codes across the entire dataset and tagged relevant quotations to each code. The researchers used NVivo, a qualitative analysis software, to tag, organize, and group their codes.
3. The team searched for themes among the codes. The reflections were tested for inter-rater reliability and found to have a Cohen’s Kappa of 0.93, which is within the “almost perfect agreement” threshold of 0.81 to 1.00 [39].
4. The team made a list of potential themes through grouping similar codes and determined if the coded excerpts supported the drafted theme definitions. Similar codes were grouped by an emergent coding process [40] to ensure the researchers gained a comprehensive understanding of student perspectives.
5. Researchers created names and clear definitions for each theme, using the quotations under each theme to support the definition.
6. The team selected compelling examples of quotations and performed a final analysis of the work, referencing back to the research goals and supporting literature to ensure theme accuracy and precision.

Results

Table 1 provides an overview of the relationship between the course learning objectives and the five emergent themes found in student reflections, specifically looking at how chosen subthemes support said objectives. Below we provide significant quotations from the reflections to further define each theme and examples of student change or stagnation between a student’s first and second reflection. The five themes are (1) personal growth and understanding, (2) acceptance and moving forward, (3) coping strategies, (4) problem-solving process, and (5) motivation.

Table 1: Relationship between learning objectives and emergent themes and subthemes from student reflections.

			Course Learning Objectives				
			A	B	C	D	E
Theme 1: Personal Growth and Understanding	(1.1)	Belief in Self-Improvement				X	X
	(1.2)	Individualization		X			
	(1.3)	Understanding of CliftonStrengths		X	X		
Theme 2: Acceptance and Moving Forward	(2.1)	Acceptance of Past and Present				X	
	(2.2)	Optimism for the Future			X		
Theme 3: Coping Strategies	(3.1)	Security in Oneself					X
	(3.2)	Importance of Self-Care	X		X		
Theme 4: Problem-Solving Process	(4.1)	Critical Thinking	X				
	(4.2)	Perseverance				X	
Theme 5: Motivation	(5.1)	Positive Side of Stress		X			

Theme 1: Personal Growth and Understanding

This theme focuses on a student's increased learning and understanding of themselves and the world around them, reflection of past experiences and thoughts (towards self-improvement), and the realization that people are unique and complex, fueling a desire to have a broader perspective of the world. One student in their second reflection described what they learned through the course, stating,

“I learned that I possess traits that make me unique and that can help me through difficult times as I move forward into the next chapter of my life” (39, R2, Spring).

Table 2: Number of reflections that refer to subthemes of Theme 1, grouped by semester and reflection.

Theme 1: Personal Growth and Understanding		Fall 2022		Spring 2023	
		Reflection 1	Reflection 2	Reflection 1	Reflection 2
(1.1)	Belief in Self-Improvement	5	10	10	10
(1.2)	Individualization	7	8	2	4
(1.3)	Understanding of CliftonStrengths	2	10	3	7

Students also acknowledged that they want to understand others' perspectives, valuing the unique contributions of themselves and a diverse set of perspectives. They also expressed consideration for others and other's situations, recognizing a need to personalize roles for others based on that person's strengths and their ability to actively contribute, regardless of external limitations. One student reflected on others' perspectives and their purpose in groups in their second reflection, stating,

“I use [Individualization] to help me cope by trying to [understand] people and where they are coming from, trying to understand what different people need and require most

when finding solutions to problems, and to better understand myself and how I fit among those people” (02, R2, Fall).

Students were more likely to display better self-understanding and a new perspective of their CliftonStrengths in their second reflection. In one student’s first reflection, they state how in their “high school robotics team [they were] always able to remain unphased by sudden engineering complications” (29, R1, Fall). In their second reflection, this student reflected on how their chosen CliftonStrength may facilitate their ability to work in teams:

“Prior to this activity I didn’t really understand how ‘connectedness’ played into my personality and how I do things in a team...In technical teams...I often find myself reminding people of [their] common purpose and reorientate the different teams to focus on solving the problem collaboratively instead of blaming the other team for various failures” (29, R2, Fall).

On the other hand, some students recognized the pitfalls of their strengths in their second reflection in comparison to their first, still indicating an increased understanding of themselves and their own limitations. One student praised their abilities due to their CliftonStrength in their first reflection, describing how the CliftonStrength Strategic “has allowed [them] to take on a difficult challenge or assignment and find a way to do it not only well but in a unique way” (23, R1, Fall). However, their second reflection indicates a pitfall of the same strength:

“I also think my most stressful strength is being strategic. Being a strategic thinker, I’m always crafting various ways to outperform or differentiate myself from my peers when given a task to complete. This takes a lot of creativity and imagination, and I tend to be less inclined to go with the “easier” option” (23, R2, Fall).

Theme 2: Acceptance and Moving Forward

Within this theme, students exhibit a profound ability to accept past outcomes and limitations, embrace the present, and maintain optimism for the future, showcasing resilience and adaptability when facing challenges. One student noted in their first reflection that “despite the bad result, [they’d] find what [they] did wrong and strive to never repeat it.” (01, R1, Fall); however, in their second reflection when describing their nerves of failing an exam, they stated,

“I reminded myself that the long-term consequences aren’t as terrible if I just persevere and do better next time.” (01, R2, Fall).

This transition to acceptance of past outcomes is recurring, with the acknowledgement that those past mistakes are typically not significant in the long-run, and that failure can be seen as an opportunity for growth.

Table 3: Number of reflections that refer to subthemes of Theme 2, grouped by semester and reflection.

Theme 2: Acceptance and Moving Forward		Fall 2022		Spring 2023	
		Reflection 1	Reflection 2	Reflection 1	Reflection 2
(2.1)	Acceptance of Past and Present	8	25	9	28
(2.2)	Optimism for the Future	5	15	8	12

Building on the idea that individual events typically do not significantly alter one's life and opportunities, many students referenced the idea that "everything [is] just temporary" (11, R2, Fall) in the context of adversity. This idea of considering realistic long-term consequences, such as small events not making a substantial impact on the student's future, is recurring, with one reference in a student's first reflection:

"Rather than worrying about small things that may occupy my thoughts, but in reality don't affect me or the world" (37, R1, Fall).

In second set of reflections, this idea of grounding oneself and not allowing small events to accumulate stress is much more frequent, with many examples present:

"...whatever I am going through will not have a big impact on the future" (37, R2, Fall);

"...remembering that one test and one grade won't derail my life ... life is full of important moments and opportunities, and one test is like a grain of sand in my life" (39, R2, Fall);

"[speaking to others] can very much help reassure you that everything is going to be okay" (28, R2, Spring).

"As long as I stick to what I have been doing it will all work out in the end" (37, R2, Spring).

A positive mindset frequently paired with references to the present and future, especially within the second set of reflections. In their second reflection, one student acknowledged their positive mindset in relation to their CliftonStrength of Harmony, stating,

"I've started to focus on just trying my best and being happy with any outcome. I realize now that my strength of harmony has a lot to play in the fact that I am being more realistic and not worrying about all the little steps" (14, R2, Fall).

Another student displayed an avoidant mindset in their first reflection, stating how their Deliberative CliftonStrength has "helped [them] to assess and avoid certain risks, like bad environments in life" and how they can "plan ahead in [their] personal life more...by assessing potential risks" (11, R1, Spring). This student then recognized the comfort they gain from looking at their CliftonStrengths in their second reflection, stating,

“I feel confident in the future and my ability to adapt to unexpected situations...I will be fine because of my strengths” (11, R2, Spring).

Theme 3: Coping Strategies

Students often referenced personal wellness topics, including finding security in one’s relationships and self, wellness strategies, and obstacles to achieving their desired level of wellness. Security in one’s relationships was characterized by feelings of being needed, cared for, understood, and included by others as well as reciprocating actions by the student to make others feel the same. Vulnerability and a sense of comfort in doing so was a key indicator in the security of one’s relationships. In one student’s first reflection, they stated that they are “able to help those who need it at a low point in their life” due to their Empathy strength which “has helped [them] interact and develop a connection with people” (27, R1, Fall). They then further elaborated on their understanding of how they have supported others in their second reflection:

“[T]here was a time when I had to help a friend in a bad mental health situation...at the time, I was stressed...however, I took some deep breaths to calm down and then slowly treaded my way into the situation, trying to understand why she was crying and what I could do to help her out of the situation” (27, R2, Fall).

Table 4: Number of reflections that refer to subthemes of Theme 3, grouped by semester and reflection.

Theme 3: Coping Strategies		Fall 2022		Spring 2023	
		Reflection 1	Reflection 2	Reflection 1	Reflection 2
(3.1)	Security in Oneself	4	17	8	23
(3.2)	Importance of Self-Care	13	39	15	29

Security in oneself was primarily achieved through self-assurance and reassurance. One student stated they “tend to be timid in doing groupwork, especially if [they] do not know the people or the subject well” but then later reassured themselves in their contributions to the group:

“I can speak up for myself more and convey my knowledge and problem-solving talent amongst the group” (36, R1, Fall).

In their second reflection, one student indicated an increased level of confidence in their abilities related to their Self-Assurance CliftonStrength, stating,

“This strength really showed me that I was capable of taking on any task that was given to me” (15, R2, Spring).

Students also acknowledge obstacles (self-imposed and by others) that prevented them from feeling secure in themselves and from achieving what they considered a life balance. School was cited as the primary obstacle to achieving life balance with feelings of being overwhelmed, too busy, and burnt out referenced numerous times in relation to school and its associated workload. To a lesser degree, student’s referenced feeling judged by others (or a desire to please others due to potential judgment) and feeling alone as more interpersonal obstacles to wellness.

To restore life balance, students identified varying coping strategies and wellness tools. For many students, clearly laying out a 'path' to proceed along gave them a sense of control over their situations and thereby lowered their stress. Restoring perceived control over a situation and identifying what they could rely on to be consistent (like personal beliefs or routines) provided a major source of comfort when students encountered new problems or stressors. As stated in one student's second reflection,

"I was able to overcome this challenge by using to do lists, keeping deadlines for myself, and keeping a consistent routine every day after school" (21, R2, Spring).

Many students also acknowledged new coping strategies that they acquired over the duration of the class, specifically in reference to how they can better utilize their CliftonStrengths to achieve wellness. One student stated in their second reflection,

"Furthermore, I learned that I already have all the tools to deal with stress. Not only did I learn many things in class, but also my personal strengths can be applied to dealing with stress, not just projects or work" (37, R2, Fall).

Students referenced caring for oneself to cope with stress and challenges in both reflections, sometimes making references to course content. When referencing the goal of achieving life balance, one student stated in their first reflection that they wanted to "start being a more intentional achiever tomorrow by balancing where [they] focus [their] productivity" (07, R1, Fall) and gave their motivation behind this desired balance in their second reflection:

"I can remind myself that taking the time and effort to find a feasible balance is meaningful now in order to maintain that balance in the real world, especially if I have a family one day and have to take care of multiple people" (07, R2, Fall).

Theme 4: Problem-Solving Process

Many students described their critical thinking and problem-solving processes in their reflections, with a distinction between identifying and thinking about problems versus taking action to solve problems. One student describes in their first reflection that they "strive to bring a level of flexibility, interactivity, and resourcefulness to arrange different components together in the most productive way" (13, R1, Fall). While describing their critical thinking and subsequent problem-solving skills, students tended to emphasize the importance of being careful in their thought process both by remaining calm in the face of unexpected challenges and regarding considering numerous potential influencing factors and outcomes of a situation. In their second reflection, one student gave insight to their thought process, stating,

"...when I am feeling stressed about a big project, I can first create a mind map to organize my thoughts, create a work plan, and break up the assignment into smaller tasks with checkpoints along the way" (17, R2, Spring).

Table 5: Number of reflections that refer to subthemes of Theme 4, grouped by semester and reflection.

Theme 4: Problem-Solving Process		Fall 2022		Spring 2023	
		Reflection 1	Reflection 2	Reflection 1	Reflection 2
(4.1)	Critical Thinking	20	27	18	28
(4.2)	Perseverance	8	14	5	6

While discussing being careful in their thinking, students also indicated a desire to reduce bias in their thinking and interactions with others. When discussing their Includer strength in their initial reflection, one student stated they wanted to “continue to be open and non-judgmental towards people. That also involves not making assumptions” (16, R1, Fall). The concept of reducing bias also applied to emotional bias which another student demonstrated in their second reflection:

“[Analytical] allows me to take a very pragmatic stance at any stressful problem I face and come up with a reasonable, logical solution instead of tackling the issue emotionally” (26, R2, Fall).

To a lesser degree, students placed value in being able to think creatively by combining existing ideas in new, unexpected ways (“contributes to my creative approaches in projects and life” (02, R1, Fall), “being creative in my problem-solving is a core part of who I am” (38, R2, Spring), “use [Analytical] use to think of new creative ways to combat that stress” (26, R1, Fall)) and by challenging existing ideas imposed by themselves and by others.

For the action-based component of this theme, students discussed how to plan their responsibilities, prioritize responsibilities when necessary, and plan for future and potentially unforeseen circumstances. One student in their first reflection sets a planning goal, stating they wanted to “mak[e] a calendar that will outline the rest of [their] semester instead of planning what [they] have to do for the week” (20, R1, Spring). They connect this to a CliftonStrength in their second reflection:

“[Achiever] will help me prevent procrastination and plan out my schedule...makes sure I have a set guideline by having a plan” (20, R2, Spring).

Students also often referenced the idea of perseverance and how they handle challenges, which was commonly paired with a wellness tool or coping strategy observed in theme 3. One student describes their thought process through challenges in their second reflection, stating,

“Knowing that there is always a beginning to an end and an end to a beginning, enables me to keep moving forward and to not give up” (17, R2, Spring).

Theme 5: Motivation

This theme focuses on a student’s motivation, including a desire for personal excellence and a desire to have an impact on those around them. One student noted that their strength of “[Achiever] pushed [them] to get all [their] work done in high school and to do all the little things that seemed unimportant to others in order to do well” (05, R1, Fall). Many students

valued academic success specifically, with one student explaining how they used their Focus strength to achieve academic success:

“When receiving many assignments, I usually worked until each one was finished, no matter how long I had to work. This maintained high grades” (22, R1, Fall).

Table 6: Number of reflections that refer to subthemes of Theme 5, grouped by semester and reflection.

Theme 5: Motivation		Fall 2022		Spring 2023	
		Reflection 1	Reflection 2	Reflection 1	Reflection 2
(5.1)	Positive Side of Stress	0	7	0	3

Often directly related to the motivation for academic success, four students referenced competition with direct comparisons to their peers as key motivating factors. In one student’s first reflection, they explain,

“My excitement to compete against others always pushes me to produce the best work” (16, R1, Spring).

Additionally, seeing the positive side of stress occurred frequently, with students noting how stress can be motivating and empowering. One student expressed their new mindset towards stress, stating,

“I learned that a source of stress can also be a source of power and discipline for me. It’s very hard to transform stress into energy that I can use productively, but if I learn the trick, it will be one of the strongest features I can have in my life” (31, R2, Fall).

Students also referenced their desire to impact others, such as leading or by communicating their values to others. One student reframed how they saw their Positivity CliftonStrength in relation to making an impact on others, stating,

“This exercise has shown me that, though I don’t consider myself to be an especially positive person, my ability to motivate and encourage others (and myself) counts as Positivity” (32, R2, Stress).

Individuals’ motivations (whether more individualized or far reaching) did not appear to change significantly between the two reflections. Even Student 7 (quoted originally in Theme 3), who exhibited an increased desire to achieve a life balance in reflection two, ultimately remained unchanged in the origin of their motivation since preparing to have a family is still an individualized motivation like their original motivation to “ensure that [they are] achieving in all aspects of life healthily” by “balancing where [they] focus [their] productivity” (07, R1, Fall).

Discussion

A thematic analysis was used to gain deeper insight regarding students’ discussion around wellness, stress management, and use of their CliftonStrengths. Five themes were found, which were (1) personal growth and understanding, (2) acceptance and moving forward, (3) coping strategies, (4) problem-solving process, and (5) motivation. Overall, our researchers found shifts

between students' first and second reflections primarily surrounding themes 1, 2, and 3 and found stagnation in ideas surrounding themes 4 and 5.

As referenced in the results of themes 1 and 2, students indicated personal growth between their first and second reflections regarding their belief in self-improvement and acceptance of themselves and the past. The rise in references to the idea of "not stressing about insignificant things" and how individuals can achieve this indicates a heightened understanding of one's personal coping style and its potential to mitigate stress, aligning with the second learning objective of the course. Additionally, students also referenced trying their best (instead of just being the best) and self-improvement more frequently in the second reflection than in the first reflection. This course emphasizes finding a personal plan for growth to achieve thriving by using one's CliftonStrengths, and there was evidence that students used their CliftonStrengths as a tool within their writing to implement personal growth. This aligns with current literature supporting the idea that students are more likely to engage and apply course content with a combination of intrinsic and extrinsic motivation, which was stimulated through the self-guided reflections [19] because the reflections allowed students to both use their personal CliftonStrengths in their responses and reflect on their individual goals.

Additionally, the students created connections surrounding their CliftonStrengths more frequently in their second reflection than in their first, sometimes referring to past experiences or qualities they were already aware of that they now could understand better due to increased knowledge of their CliftonStrengths. Students mentioned new perspectives surrounding their CliftonStrengths in their second reflection, with some students discovering a new way to apply a CliftonStrength and other students recognizing negative qualities of their CliftonStrengths. This discussion of CliftonStrengths and implementation of a strengths-based language did seem to increase content understanding and reflection, specifically regarding using CliftonStrengths as a tool to cope with stress, as demonstrated using CliftonStrengths terminology. This supports the idea that critical thinking skills can be increased through vocabulary acquisition [41], and by integrating CliftonStrengths terminology into the course, students were able to use their newfound understanding to enrich their reflections and make critical connections.

When referencing wellness tools related to course content, as described in theme 3, students were more likely to develop concrete plans through wellness tools in their second reflection than their first. Students sometimes explicitly referred to the helpfulness of the course content in gaining new wellness tools, supporting the third learning objective of the course. Many students indicated confidence in their ability to cope with stress and face challenges by applying these newly found wellness tools, supporting the idea that long-term exposure to wellness strategies, such as through an academic course, may improve student resilience and well-being [42].

The discussion around themes 4 and 5 did not appear to change significantly between the first and second reflections. Students tended to approach problems in similar ways over the two reflections, although a more concrete plan was sometimes given in the second reflection, but this could be due to the nature of the prompts. Generally, motivations for students, including deeper personal values and reasons for goals, tended to remain stable across reflections. The motivations for students varied significantly, with some referencing familial or spiritual motives for certain actions, but this tended to be referenced in both reflections. This is consistent with the

expectation that the course would provide tools to support pre-existing goals for students, and a student would have the same long-term values after ten lectures.

Overall, we found the primary shift in themes between reflections was in reference to the use of wellness tools or the implementation of manageable life changes, such as a positive mindset, resilience strategies, or coping mechanisms, while deeper personal values or life goals remained the same. This is consistent with our intentions of the course, as it was designed to increase resilience and coping mechanisms rather than shift what students believed in or valued and is further supported by current literature [6, 7, 19, 42].

Conclusions and Future Work

The analysis demonstrates the ability for the course to give students coping and resilience strategies when facing adversity, allow students to shift to a more positive and accepting mindset, and use their knowledge of CliftonStrengths terminology to make connections and further develop their CliftonStrengths. Students have indicated consistency in personal motivation and thinking processes while changing their habits and mindset regarding wellness, indicating a drive to improve oneself and apply this knowledge in other aspects of their lives.

There was a congruence between the five emergent themes and the five learning objectives the course was designed to accomplish. For example, the first theme of “Personal Growth and Understanding” had a prominent subtheme of “Individualization,” which included students referencing their unique strengths and how each person is unique. Additionally, the fifth theme of “Motivation and Making an Impact” had a prominent subtheme of “Stress as a Positive,” where students described seeing stress as a motivator or tool. By combining these subthemes, which are supported by student reflection quotations, there is a strong similarity to the second learning objective: “Identify one’s personal coping style and strengths for transforming stress into a positive factor.” The connections between the overarching themes, corresponding subthemes, and course learning objectives of the course can be seen in Table 1.

Although the PERMA assessment given in Spring 2022 gave a quantitative look into student wellness before and after the course, it was unable to give information on whether a specific learning objective was reached. With the five emergent themes found, supported by student quotations, there was evidence that the learning objectives of the course were described and understood in the student reflections. This could indicate that the course content and methods of examining course content retention were effective in supporting learning objective mastery.

While this study indicates the APPH 1060 course was beneficial in its impact on students’ knowledge of wellness tools and encouragement of a positive mindset, there are limitations surrounding the use of qualitative analysis to indicate course effectiveness. Additionally, this research can guide future improvements to the course.

Methodological Limitations

Due to the inherent bias thematic analysis may hold, the full picture of student consistencies and changes across reflections is limited to what our team of two researchers discovered during their grouping of emergent themes. Although precautions were taken to prevent this bias, including checking for inter-rater reliability and defining the themes around the quotations from students,

there can still exist bias when using thematic analysis on qualitative data. Additionally, more than two perspectives from researchers while performing the thematic analysis process could have increased the diversity in ideas and interpretation of student reflections.

Reflection Prompt Improvements

There are improvements that could be made to the reflections assigned to students in this course. First, there was one case of a student misinterpreting what the first prompt meant by strength. Although the intention was for a student to choose a CliftonStrength to base their responses on, one student listed their strength as “problem solver” (43, R1, Fall), which is not a CliftonStrength. Future confusion in prompt meaning could be avoided by better defining “strength” and having more precise terminology within the prompts in general. Second, the prompts for the first and second reflection were different, meaning students could have been led to discuss an idea in more depth or a different idea entirely based on which prompt they were given. We could improve upon this by revising the pre and post reflections to more specifically evaluate the evolution in students’ usage of CliftonStrengths terminology and their application of course content, or by having students answer the same prompt at different points in the course.

Future Work

Because of the importance of this course towards the well-being of students, we will continue to use our framework for continuous improvement of the course and research methods. Specifically, we are making modifications to the reflection assignment statements to better link the analysis of the student responses to the course learning objectives.

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Appendix A: APPH 1060 Additional Course Information

Course Description

Everyone experiences some level of stress and adversity in their daily lives. The pressure to perform academically, complete the necessary tasks in a given day, deal with relationship issues, and/or manage financial challenges can be daunting. Learning to effectively manage life stressors is a lifelong skill. The purpose of this course is to help students improve their health and well-being and flourish in their environment by using the conceptual pillars to develop skills related to coping, resiliency, optimism, gratitude, mindfulness, and emotional intelligence. Students will be challenged to evaluate their current overall health/well-being status and identify strategies for improvement in personal and professional growth to achieve a positive, meaningful, and fulfilling life.

Reflection Prompts

Listed below are the prompts for the four reflections that were collected from students throughout the course. This study did a thematic analysis on the “Name It, Claim It, Aim It” and “Using your CliftonStrengths to Manage and Cope with Stress” reflections, but the other prompts are listed below to provide a more comprehensive understanding of the topics students reflected on throughout the course.

1. Clifton Strengths and Your Top 5 Reflection:

After reviewing and highlighting your CliftonStrengths Insights report, take some time to think about your strengths and answer the following questions:

- a. What is your first reaction to the strengths outlined in your report?
- b. What has your report helped you discover about your talents?
- c. Did any part of the report surprise you? If so, why? If not, why not?
- d. Was there a particular theme that you expected to see in your strengths that you did not see?

2. Name It, Claim It, Aim It: (This is “Reflection 1” analyzed for this study.)

Answer the following:

- a. Which of your Signature Themes (top five) do you most strongly identify?
- b. Name It: What words or phrases in this theme description resonate strongly with you?
- c. Claim It: When has this theme helped you be successful in the past? How does this theme help you be successful in your role?
- d. Aim It: In what two ways could you start using this theme more intentionally tomorrow?
To help you get started, read the action items provided in your report for this theme.

3. CliftonStrengths and Working in Teams:

For your personal reflection, write a thoughtful and reflective answer to each of the questions below. Your answers will be unique because they are your thoughts and opinions.

- a. How will your key strength(s) contribute to your team this semester?
- b. How will your key strength(s) help you succeed in the task you are assigned to accomplish?

- c. How does your key strength(s) help foster partnerships that are important to you and your team's success?

4. Using your CliftonStrengths to Manage and Cope with Stress: (This is “Reflection 2” analyzed for this study.)

For your personal reflection, write a thoughtful and reflective answer to each of the questions below. Your answers will be unique because they are your thoughts and opinions.

- Choose the key strength that best helps you manage your stress and describe why you chose this strength.
- Discuss three tactical ways you can use this strength to help you cope with your stress.
- Describe a time when you used this strength to overcome or handle a major challenge in life.
- What did you learn about yourself?

Below is the Fall 2022 lecture schedule and learning objectives for the APPH 1060 course. Some lectures have been removed for conciseness, such as the introductory lecture discussing course requirements and lectures for presentations or team project meetings. The Spring 2023 lecture schedule follows the same learning objectives and analyzed reflection timeline.

Course Learning Objectives:

- Explain the value of managing stress in achieving optimal health/well-being.
- Identify one's personal coping style and strengths for transforming stress into a positive factor.
- Explain key strategies to flourish in a challenging environment through optimistic and resilient thinking.
- Describe how to use the concept of “failure” to learn and grow.
- Identify how to use emotional intelligence to prevent stress and fatigue and improve one's health/well-being.

Day	Topic	Readings and Reflections	Learning Objective(s)
2	Dimensions of Wellness Introduce Clifton Strengths	- Required Reading - Strong People and Dimensions of Wellness Handout - Reflections - Dimension of Wellness Exercise - Strengths Insight Results Assignment - CliftonStrengths and Your Top 5 Reflection	A
3	CliftonStrengths (Personal Insights)	- In Class Activities - Review Personal Strengths and Theme Contributions Print Outs - Review Top 5 Strengths - Reflection Reflection 1 Due: Name It, Claim It, Aim It	A & B

4	CliftonStrengths (Team Insights)	- In Class Activities - CliftonStrengths “Team Grid” - Review Theme Contributions and Needs Worksheet - Reflections - CliftonStrengths and Working in Teams Reflection - Theme Contributions and Needs	A, B, C, & E
5	CliftonStrengths (Team Insights)	- In Class Activities - CliftonStrengths “Team Grid” - Reflection “Team Grid” Spreadsheet	A, B, C, & E
6	Stress and The Brain Body Connection		A
7	The Power of Pressure and the Pressure Equation	- Reflection - Unbundling the Stakes Worksheet	A & B
8	The SECRET Stress Map and the Pressure Equation	- Reflection - Stressor Domains, Lifestyles & Map Your Stress Worksheet	A & B
9	Stress and Your Coping Power	- Reflection - Coping Style Worksheet	A & B
11	Physical Wellbeing Strategies/Coping Skills: <i>Nutrition/Food & Mood</i>		A & B
12	Physical Wellbeing Strategies/Coping Skills: <i>Physical Activity</i>	- Reflection - Sleep Log and Sleep Hygiene Assessment	A & B
13	Physical Wellbeing Strategies/Coping Skills: <i>Sleep</i>	- Reflections - Recognizing Physical Signs of Stress and Making Tiny Changes to Reduce Stress Reflection 2 Due: Using CliftonStrengths to Manage and Cope with Stress	A & B
15	Coping Skills: <i>Calm Thinking and Mindfulness</i>	- In-Class Activity - In-Class Yoga	A, B, & C
19	Beyond Coping: <i>Resilience and Thriving</i>	- In-Class Activity - Resilience to Thriving Aphorisms discussion	A & C
21	Beyond Coping: <i>Happiness</i>	- Required Reading - The How of Happiness, Part I. p. 13-79 - The How of Happiness, Part II, Chosen Happiness Activity - Reflections - Person-Activity Fit Diagnostic - Self-Awareness Happiness Worksheet	A & C

		○ Happiness Activity Journal #1	
22	Beyond Coping: <i>Gratitude</i>	• In-Class Activities ○ “Three Acts of Kindness Challenge” Discussion • Reflection ○ Gratitude Reflections Worksheet	A & C
23	Beyond Coping: <i>Meaning and Purpose</i>	• Required Reading: ○ Forbes Article: “Three Simple Steps to Identify Your Life’s Purpose and Leverage It In Your Career” • Reflections ○ Crafting Your Life Purpose Worksheet ○ Happiness Activity Journal #2	A & C
25	Negotiating Relationships and Crucial Conversations	• Reflections ○ Happiness Activity Journal #3 ○ Crucial Conversations Worksheet	A & E
26	Failing Forward	• Reflections ○ CliftonStrengths Balconies and Basements Exercise ○ Happiness Activity Journal #4	A, B, & D
30	Final Reflections	• Reflections ○ Personal Reflection ○ Happiness Activity Journal #5	A, B, C, D, & E