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Academic resilience and assessing resilience attributes

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Source

Andrew E. P. Mitchell. (2020). *Resilience and mindfulness in nurse training on an undergraduate curriculum*. *Perspect Psychiatr Care*, vol. 57 (3), 1474-1481. doi:10.1111/ppc.12714.

"Resilience in the academic setting has been named as academic resilience and been defined as an increased probability of academic success despite stressful events and conditions" ^[1] p1474 based on the Academic Resilience Scale (ARS-30) ^[2].

Assessing academic resilience

The Academic Resilience Scale-30 (ARS-30) assesses resilience attributes affecting academic performance ^[2]. The scale comprehensively analyses and evaluates three domains and lists items within each domain.

The evaluation "consists of questions of 30 items on a Likert-type scale completed in response to an adversity vignette. The Likert scale was rated as 1 = likely to 5 = unlikely.

The scaled items fell into one of three factors:

- (a) perseverance (14 items);
 - (b) reflecting and adaptive help-seeking (9 items),
- and
- (c) negative affect and emotional response (7 items).

A lower score means lower academic resilience, while a higher score means higher levels of academic resilience. The total score ranges from 30 to 150." ^[1] p1475

The source document undertakes a study to measure the correlation between academic resilience and mindfulness. The researcher used the Academic Resilience Scale ARS-30 and the Cognitive and Affective Mindfulness Scale-Revised CAMS-R to assess these two constructs. The CAMS-R scale, which assesses mindfulness, is further explained in a related definition ^[3].

References

1. ^{a, b}Andrew E. P. Mitchell. (2020). *Resilience and mindfulness in nurse training on an undergraduate curriculum*.

Perspect Psychiatr Care, vol. 57 (3), 1474-1481. doi:10.1111/ppc.12714.

2. ^{a, b}Simon Cassidy. (2016). *The Academic Resilience Scale (ARS-30): A New Multidimensional Construct Measure*. *Front. Psychol.*, vol. 7. doi:10.3389/fpsyg.2016.01787.
3. [^]Andrew E. P. Mitchell. (2023). *Mindfulness and assessing cognitive and affective attributes*. doi:10.32388/opo57f.