Using Resilience to Influence Health Promotion Worldwide

Amy J. McClune, PhD, RN
Edinboro University
Edinboro, PA
Conflict of Interest

There is no conflict of interest or relevant financial interest by the author of this activity.

There is no commercial support for this activity.
Objectives

• Discuss the construct of resilience.

• Compare and contrast the construct of resilience across populations and cultures
What is resilience?

_Resilire (Latin verb)_

to jump back or rebound or recoil

Entered English language in 17th century

First scholarly work in 1818 to describe why some types of wood were able to withstand heavy loads without breaking

http://www.torrensresilience.org/origins-of-the-term
Two areas of some agreement

Adaptability
- Reduces risk of exposure to stress
- Reduces impact of exposure to stress

Transient Dysfunction
- Dysfunction or distress are antecedents to resilience

http://www.torrensresilience.org/resilience-of-individuals
Resilience Pioneers

Norman Garmezy

Emmy Werner

Sir Michael Rutter
Resilience in Nursing Literature


## Methods

<table>
<thead>
<tr>
<th>Search</th>
<th>Key words</th>
<th>Limits</th>
<th>Initial result</th>
<th>Final results</th>
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<tbody>
<tr>
<td>CINAHL Comp</td>
<td>resilience, culture, ethnic*, immigrant, indigenous, health</td>
<td>peer reviewed</td>
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<td>MEDLINE, PsychARTICLES</td>
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<td>PsychINFO</td>
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<td>- discussion of the individual, family and/or community resilience,</td>
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<tr>
<td>SocINDEX</td>
<td></td>
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<td>- final sample - 62</td>
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</table>
Middle East - 4 studies

- ADVERSITY
  - Violence
- Qualitative – 3
  - Quantitative - 1
- Children – 3
  - Adult 1

- Jewish-Israeli
- Arab Israeli
- Palestinian
- Muslim refugees to Canada
- Iraqi, Iranian, Palestinian refugees to Denmark
Middle East - 4 studies

Individual
- Self-esteem
- Self-concept
- Faith

Family
- Talking with mom
- Extended family
- Family support

Community
- Cultural community center
- Support from friends

Hobfall, Mancini, Hall, Canetti, & Bonanno, 2011; Kanji & Cameron, 2010, Lavi & Slone, 2011; Montgomery, 2010
Africa - 5 studies

ADVERSITIES
- Poverty
- Youth on the streets
- Violence/Child Soldiers
- Overcrowding
- Health

Literature Review – 1
- Qualitative – 3
- Quantitative - 1

Children – 3
Families - 1

Pathways to Resilience Project – South Africa (4 studies)
- Burundi

Burundi
<table>
<thead>
<tr>
<th><strong>Individual</strong></th>
<th><strong>Family</strong></th>
<th><strong>Community</strong></th>
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<tbody>
<tr>
<td>· Goal setting</td>
<td>· Protective moms</td>
<td>· Schools and teachers</td>
</tr>
<tr>
<td>· Empathy, Optimism</td>
<td>· Parenting practices</td>
<td>· Peer support</td>
</tr>
<tr>
<td>· Autonomy</td>
<td>· Joint participation in activities</td>
<td>· Religious leaders and practices</td>
</tr>
<tr>
<td>· Conservatism</td>
<td>· Sense of belonging</td>
<td>· Role modeling</td>
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<tr>
<td>· Conscientiousness</td>
<td>· Sense of being loved and valued</td>
<td>· Enabling adults</td>
</tr>
<tr>
<td>· Self regulation</td>
<td>· Relatedness *</td>
<td>· Indero – norms/values passed on to children (Burundi)</td>
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<tr>
<td>· Extroversion</td>
<td>· Mother tongue *</td>
<td>·</td>
</tr>
<tr>
<td>· Enthusiasm</td>
<td>· Extended family</td>
<td>·</td>
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<tr>
<td>· Personal faith</td>
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<tr>
<td>· Assertiveness</td>
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<td>· Internal LOC</td>
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<tr>
<td>· Problem solving</td>
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<td>· Positive cognitive appraisal</td>
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<td>· Reflexivity</td>
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Song, T., Tol, & de Jong, 2014; Theron et al., 2011; Theron, Liebenber, & Malindi, 2014; Theron & Malindi, 2010; Theron & Theron, 2010
Mexican Americans/Mexican Immigrants
5 studies

ADVERSITY
Poverty
Oppression
Security
Intimate Partner
Violence

Literature Review - 1
Qualitative – 1
Quantitative – 2
Mixed - 1

Children – 1
Adult - 3

Mexican immigrants to Canada
Mexican American females
Mexican American university students
Latino immigrants to U.S.
Mexican Americans/Mexican Immigrants
5 studies

<table>
<thead>
<tr>
<th>Individual</th>
<th>Family</th>
<th>Community</th>
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<tbody>
<tr>
<td>· Religion*</td>
<td>· Familismo</td>
<td>· Collectivismo*</td>
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<tr>
<td>· Perseverance</td>
<td>· Family involvement</td>
<td>· Religion</td>
</tr>
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<td>· Temperament</td>
<td>· Family support</td>
<td>· Ethnic identity</td>
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<td>· Intelligence</td>
<td>· Extended family</td>
<td>· Peer groups</td>
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<td>· Competence</td>
<td>· Togetherness</td>
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<tr>
<td>· Self regulation</td>
<td>· Reigiosidad*</td>
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<tr>
<td>· Self esteem</td>
<td>· Respeto*</td>
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<td></td>
<td>· Primary language in</td>
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<td>the home</td>
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Cardoso & Thompson, 2010; Consoli & Llamas, 2013; Marsiglia, Kulis, Perez, & Bermudez-Parsi, 2011; Roditti, Schultz, & de la Rosa, 2010; Theron et al., 2011
Native American - 5 studies

ADVERSITIES
- Historical trauma
- Genocide
- Poverty
- Violence
- Alcoholism
- Suicide

Qualitative – 4
Quantitative – 1
Commentary - 1

Children – 2
Adult – 2
Families - 1
## Native American - 5 studies

<table>
<thead>
<tr>
<th>Individual</th>
<th>Family</th>
<th>Community</th>
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<tbody>
<tr>
<td>Sense of identity</td>
<td>Parents – role models</td>
<td>Traditional beliefs/spirituality</td>
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<td>Healing</td>
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<td>Social connectedness</td>
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<td>Self esteem</td>
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<td>Friends</td>
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Garrett et al., 2014; Goodkind, Hess, Gorman, & Parker, 2012; Grandbois & Sanders, 2009; Grandbois & Sanders, 2012; Stumblingbear-Riddle & Romans, 2012
Indigenous - 10 studies

<table>
<thead>
<tr>
<th>ADVERSITIES</th>
<th>Qualitative</th>
<th>Children</th>
<th>Adults</th>
<th>Families</th>
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<td>Health</td>
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</tbody>
</table>
Indigenous - 10 studies

Negotiating Pathways to Adulthood: Social Change and Indigenous Culture in Five Circumpolar Communities

- Alaska Inupiat,
- Alaska Yup’ik,
- Canadian Inuit,
- Norwegian Sami
- Siberian Eveny

Roots of Resilience

- Atlantic Canada Mi’kmaq
- Quebec, Ontario, and New York Mohawk
- Across Canada Métis
- Canadian Inuit,
Indigenous - 10 studies

**Individual**
- Giving back to community
- Subsistence activities
- Native language
- Ethnic pride
- Yoik and Naming (Sami)

**Family**
- Parents
- Parental values/culture
- Extended family
- Fattar network (Sami)
- Kinship*

**Community**
- Peer relations
- Mentorship
- Cultural rootedness
- Belonging to the land
- Youth engagement in community

Resilience & Mental Health in Children & Adolescents Living in Areas of Armed Conflict
Tol, Song, & Jordans, 2013  •  Systematic review of 53 articles

**Individual**
- Personal strength
- Internal locus of control
- Optimism
- Self efficacy
- Cognitive resources
- Intelligence
- Creativity
- Mental flexibility
- Religious beliefs
- Dreaming as coping
- Extraversion

**Family**
- Parental support and monitoring
- Overall quality of home environment
- Family life

**Community**
- Peer/school
- School retention
- Peer and teacher support
- Social support
Summary

**Adversity**
- Substance Abuse
- Displacement
- Geography
- Health
- Oppression
- Poverty/homelessness
- Security
- Suicide
- Violence
- Overcrowding

**Types of Studies**
- Commentary - 2
- Literature Review - 2
- Mixed - 1
- Qualitative - 20
- Quantitative - 10

**Population**
- Adult - 6
- Children - 17
- Families - 3
Individual Components

- Autonomy
- Goal setting
- Internal Locus of control

- Competence
- Intelligence
- Positive cognitive appraisal
- Problem solving

- Conscientiousness
- Responsibility/Accountability
- Giving back to community

- Temperament
- Empathy
- Enthusiasm
- Optimism
- Reflexivity

- Ethnic pride
- Native language
- Yoik /Naming (Sami)
- Subsistence activities
Individual Components

- Extroversion
- Assertiveness

- Faith
- Personal faith
- Religion

- Perseverance
- Tenacity

- Self esteem
- Self regulation
- Self-concept
- Sense of identity
- Subjective well being
Family Components

- Extended family
- Family involvement / Family support
- Fattar network (Sami)
- Kinship, Togetherness, Relatedness
- Parental values/culture, Parenting practices
Family Components

- Primary language in the home
- Protective moms *Talking with mom
- Familismo *Reigiosidad *Respeto
- Sense of being loved, valued and belonging
Community Components

- Belonging to the land
- Collectivismo
- Ethnic identity
- Enabling adults
- Mentorship
- Role modeling
- Cultural community center
- Tribal Community
- Cultural rootedness
- Indero – norms/values passed on to children (Burundi)
Community Components

- Peer groups
- Peer relations
- Friends
- Religion
- Religious leaders and practices
- Traditional beliefs/spirituality
- Social connectedness
- Youth engagement in community
Conclusions

• There are similarities in components of resilience across cultures
• Important to understand how cultural context impacts components
• Environment/socioecological context may be most important
• Indicators of component of resilience reflect Western philosophies

Conclusions

• Focus must be on both the individual, family and community components that interact with adversities to moderate the effects.

• Resilience is a complex, dynamic process so requiring a broad lens

• Culture and temporal components are important when evaluating resilience.

Ungar, 2011
“Nursing practice can be informed by understanding cultural and individual resilience in a way that takes practice beyond treating symptoms to a whole-person approach.”

Grandbois & Sanders, 2012, p. 389
QUESTIONS