The Psychology of Grit and Resilience

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Department of Psychology
About me

• Williams College (Psychology and Economics double major)
  - Thesis on reliability of children’s memory
About me

• Penn State (Ph.D.) – Clinical Psychology, with a Social Psychology minor
About me

• Internship at Upstate Medical University in Syracuse, NY
At WSU

• Clinical Ph.D. program
  - Scientist-practitioner model of training
• Private practice – Lewiston, ID
Interest in resilience across my different roles

• Research
• Teaching
• Clinical supervision
• Private practice
“I am hard pressed to identify any data-based positive attribute that characterizes the lives of same-sex oriented preadults relative to heterosexuals. Can this possibly be true?” (p. 137).

Resilience in Lesbian, Gay, and Bisexual Individuals

Paul Kwon

Figure 1. Theoretical framework of resilience in lesbian, gay, and bisexual individuals.
Increasing social support

- Identify and correct negative thinking

*Example:* You are talking to a friend about your day, but she doesn’t pay much attention to what you are saying and moves on to a different subject. You conclude that you bored your friend by talking about yourself.

- Overcoming anxiety about social situations
Increasing emotional openness
Increasing emotional openness
Increasing hope

The Will and the Ways: Development and Validation of an Individual-Differences Measure of Hope

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University of Kansas

Defining hope as a cognitive set that is composed of a reciprocally derived sense of successful (a) agency (goal-directed determination) and (b) pathways (planning of ways to meet goals), an individual-differences measure is developed. Studies demonstrate acceptable internal consistency and test–retest reliability, and the factor structure identifies the agency and pathways components of the Hope Scale. Convergent and discriminant validity are documented, along with evidence suggesting that Hope Scale scores augmented the prediction of goal-related activities and coping strategies beyond other self-report measures. Construct validational support is provided in regard to predicted goal-setting behaviors; moreover, the hypothesized goal appraisal processes that accompany the various levels of hope are corroborated.
Increasing hope

• The “will” (agency) and the “ways” (pathways)
• Agency example: “I energetically pursue my goals”
• Pathways example: “I can think of many ways to get out of a jam.”
• Average score on Hope Scale: around 48 in college students
The Role of Hope in Preventive Interventions

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Abstract

Preventive interventions have historically focused on reducing risk factors for psychological difficulties. Recent research has found that prevention programs are more effective when they enhance strengths, rather than merely reduce risk factors. An increased focus on strengths is consistent with a positive psychology perspective. In fact, hope has been found to be a central human strength in the positive psychology literature. Hope is associated with better adjustment, lower anxiety, lower depression, greater academic performance, and greater athletic achievement. In addition, individuals with high hope are able to respond more adaptively after traumatic events and physical illnesses. Intervention studies have shown that hope can be increased in individuals, and hope has been shown to predict more positive outcomes in psychotherapy. Future directions for research are outlined, including investigating hope as a preventive intervention for members of stigmatized groups, including ethnic minorities and lesbian, gay, and bisexual individuals.

FIGURE 1 Effects of negative workplace climate and hope on satisfaction with life.
Increasing hope

• Identifying your values
• Identifying your goals
• Preparing for obstacles