



# Emotional resilience study skills

All photographs are used under the terms of *Creative Commons* licensing, exclusively for educational purposes.



# Content note

This tutorial focuses on how to study potentially emotive and sensitive material.

Participants will be encouraged to participate and may give examples of topics and case studies that could be distressing.

# Agenda

What is emotional resilience?

Why is emotional resilience a study skill?

Study approaches for distressing module material.

Techniques for managing well-being when studying.

# What is emotional resilience?

Emotional resilience is often understood as the ability to 'bounce back' from difficult or traumatic experiences.

We use emotional resilience study skills to look after our wellbeing whilst studying sensitive content. Whilst we are all likely to have some levels of emotional resilience skills, as with other study skills, emotional resilience can be improved and used to engage in more depth, and to develop a better understanding of content that you may find sensitive.

What is considered a sensitive topic is very subjective and is often, but not always, related to individual experiences and histories.

# Mixed feelings ...



Many students expect to study real life and potentially challenging topics and issues.

Many experience a complex a mix of positive and negative emotional responses during their study, for example, feeling sad and angry alongside feeling interested and empowered.

# Benefits of emotional resilience skills:

- reduced stress
- improved well being
- deeper learning
- increased social engagement
- important employability skill



# Emotional resilience study skills

# Some approaches to study emotive content

## **Devise a strategy**

- this can include studying difficult material in shorter bursts, in particular places or at particular times.

## **Keep a professional distance**

- this involves trying to put your own feelings aside whilst reading a difficult text in order to study the material more objectively.

## **Listen to your body**

- take note of psychological and physical symptoms of stress and act to reduce the impact.



# Suggestions: (the list is not exhaustive)

<b><i>Studying flexibly</i></b>	Taking a break; taking time out; studying in short bursts, studying ahead of schedule, opting out of group discussions/lectures, studying online or independently for some topics
<b><i>Social support</i></b>	Talking to and/or spending time with family & friends, seeking support from a mentor, tutor or counsellor, spending time with pets, connecting with your peers
<b><i>Reflection</i></b>	Making connections between course content and personal life, work experiences, motivation for study.
<b><i>Shift of study approach</i></b>	Taking a different approach to study which can be more detached, objective or have a sense of academic/professional distance. Extra planning and preparation to study a particular topic.
<b><i>Physical self-care</i></b>	Practices that involve movement and/or nurture the body can help to process emotions and provide a distraction. This can include doing exercise, going for a walk; gardening; sleep/rest; taking a bath/shower; favourite food/drink; and medication.
<b><i>Joy</i></b>	An activity that is joyful which could be used as a reward, way to unwind or to switch off from study. This could include TV, film, video games & audio books; music and sound; hobbies; faith practices.
<b><i>Emotional self-care</i></b>	Practices that attend to emotional self. This could include mindfulness/meditation; positive self-talk & affirmations; relaxation; diary/journal.

# Take home message

Studying can expose us to emotionally challenging content.

Emotional resilience skills:

- are important for well being
- can be learnt, developed and improved upon
- leads to deeper learning, increased social engagement and is an important employability skill

So

- develop a strategy that works for you
- listen to your body
- plan how to reduce stress if your are negatively affected by the module material



**Any  
questions?**