Psychological Resilience: More than a Metaphor?

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Disclosure(s)

I have no commercial relationships to disclose.
Definition and terminology

Central features and criteria

Conceptualization and measurement

Multidimensional nature of resilience

Gaps and future direction
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Definition and terminology
- Capacity of a dynamic system to adapt successfully to disturbances that threaten system function, viability, or development.

Source: Masten (2014), Child Development
- Embedded
- Interacting
- Interdependent


Figure 1. Illustration of embedded systems at multiple levels. Dashed lines represent interactions between systems or individuals within different systems.
Resilience in dynamic systems

- Resilience is dynamic
- Capacity for adaptation to adversity is distributed across systems
- Individual resilience depends on resilience of other systems
Central features and criteria
Two Criteria Defining Resilience

- **Challenge/adversity**
  - What challenges are threatening the system?

- **Positive adaptation**
  - How well is the system doing?
Resilient to What?

- **Challenge/adversity**
  - Acute stressor (e.g., laboratory challenge)
  - Major event (e.g., early life adversity)
  - Chronic stressor (e.g., Ongoing health problems)
Resilient by Which Outcome?

- Outcomes
  - Recovery
  - Sustainability
  - Growth
Resilience as Recovery

- “Bouncing back”
Resilience as Sustainability

- “Maintenance of functioning”
Resilience as Growth

▪ “Toughening and inoculation”

Source: Masten & Tellegen (2012)
Conceptualization and measurement
Conceptual Framework

Adapted from Sturgeon & Zautra (2010)
Resilience: Trait vs Process?

- Resilient Factors
- Resilient Mechanisms
- Resilient Outcomes
  - Recovery
  - Sustainability
  - Growth

Psychological Traits?

Adapted from Sturgeon & Zautra (2010)
Multidimensional Nature of Resilience
Is Resilience Only Skin Deep? Rural African Americans’ Socioeconomic Status–Related Risk and Competence in Preadolescence and Psychological Adjustment and Allostatic Load at Age 19

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Fig. 1. Young adults’ (a) depressive symptoms and (b) externalizing problems as a function of their socioeconomic status (SES)–related risk and self-control/competence in preadolescence (low = 1 SD below the mean; high = 1 SD above the mean). The lines represent the results of regression analyses at low and high levels of SES-related risk, and the numbers in parentheses refer to the simple slopes (**p < .001).
"For many rural African Americans, resilience may indeed be only skin deep.” (Brody et al., 2013, p. 1285)

**Fig. 2.** Young adults’ allostatic load as a function of socioeconomic status (SES)–related risk and self-control/competence in preadolescence (low = 1 SD below the mean; high = 1 SD above the mean). The lines represent the results of regression analyses at low and high levels of SES-related risk, and the numbers in parentheses refer to the simple slopes (*p < .05).*
The Multidimensional Nature of Resilience

• Unevenness in functioning across domains is common (Cicchett, 1993; Fischer & Biddell, 1998)
The Multidimensional Nature of Resilience

Source: Baltes (1987)
The Multidimensional Nature of Resilience

• Unevenness in functioning across domains is common (Cicchett, 1993; Fischer & Biddell, 1998)

• Multidimensional approach to studying resilience (Infurna & Luthar, 2018)
Gaps and Opportunities
Gaps and Opportunities

- Need for a multiple-levels-analysis perspective
- Incorporating intensive measurement-burst designs
Intraindividual Variability and Change

Descriptive Framework

Macro-Time (e.g., development, aging, learning)

Magnitude of Attribute

Intraindividual Change

Interindividual Differences

Source: Ong & Leger (2022)
\[ dV_{\text{reservoir}} = -V_{\text{out}} + V_{\text{in}}. \] (1)

\[ (dh)A_{\text{reservoir}} = -v_{\text{out}}A_{\text{out}}(dt) + v_{\text{in}}A_{\text{in}}(dt). \] (2)

\[ \frac{dh}{dt} = \left( -c \frac{A_{\text{out}}}{A_{\text{reservoir}}} \right) h + \frac{v_{\text{in}}A_{\text{in}}}{A_{\text{reservoir}}}, \text{ or alternatively,} \]

\[ \frac{dh}{dt} = \beta h + \varepsilon_{\text{inputs}}. \] (3)

Source: Deboeck & Bergeman (2013)