



Perspectives on Implementing the Thriving in Action program



Toronto
Metropolitan
University

Dr. Diana Brecher, C. Psych
ThriveTMU



Positive Psychology

Positive emotions

Engagement

Relationships

Meaning

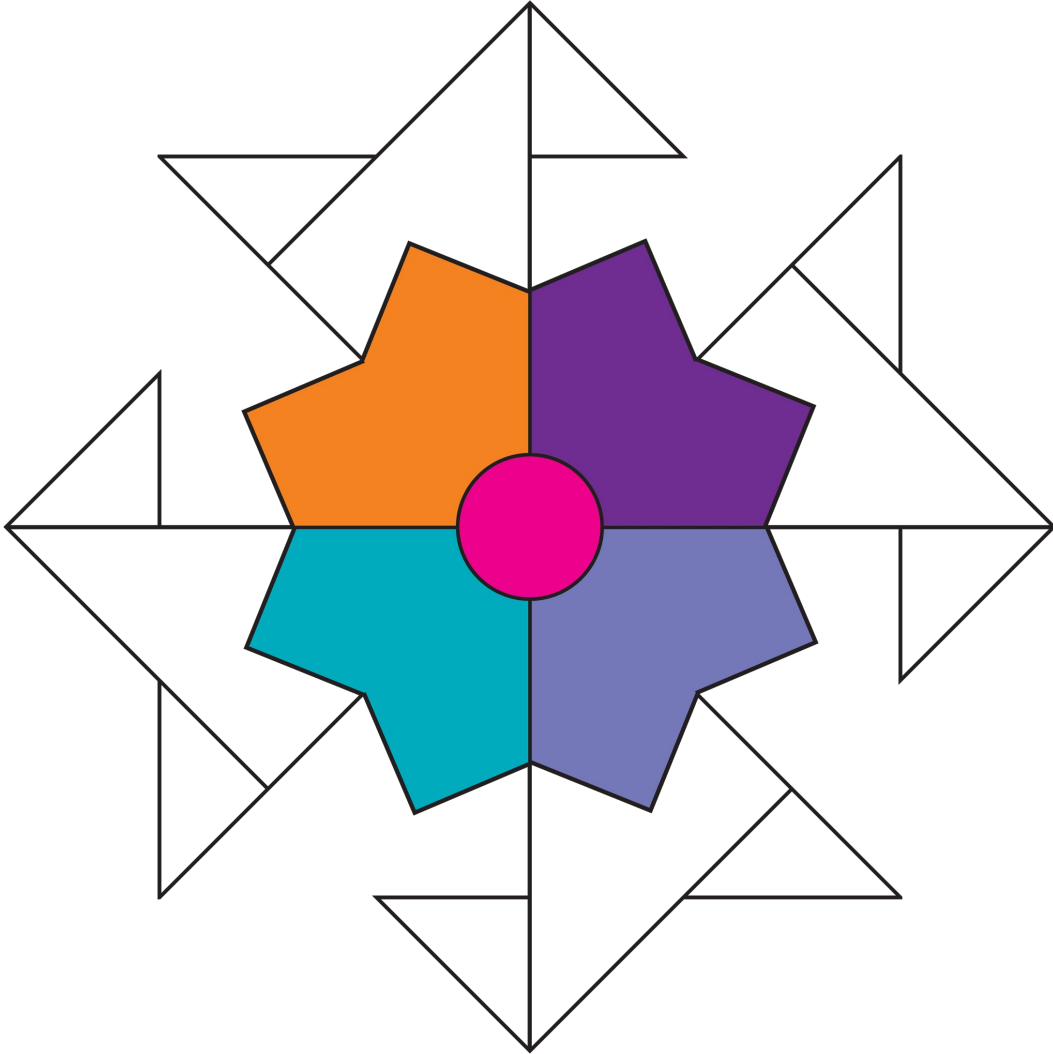
Achievement

***Vitality**

Dr. Martin Seligman(2012)

Zhivotovskaya (2014)

The Five Factor Model of Resilience



Mindfulness

Gratitude

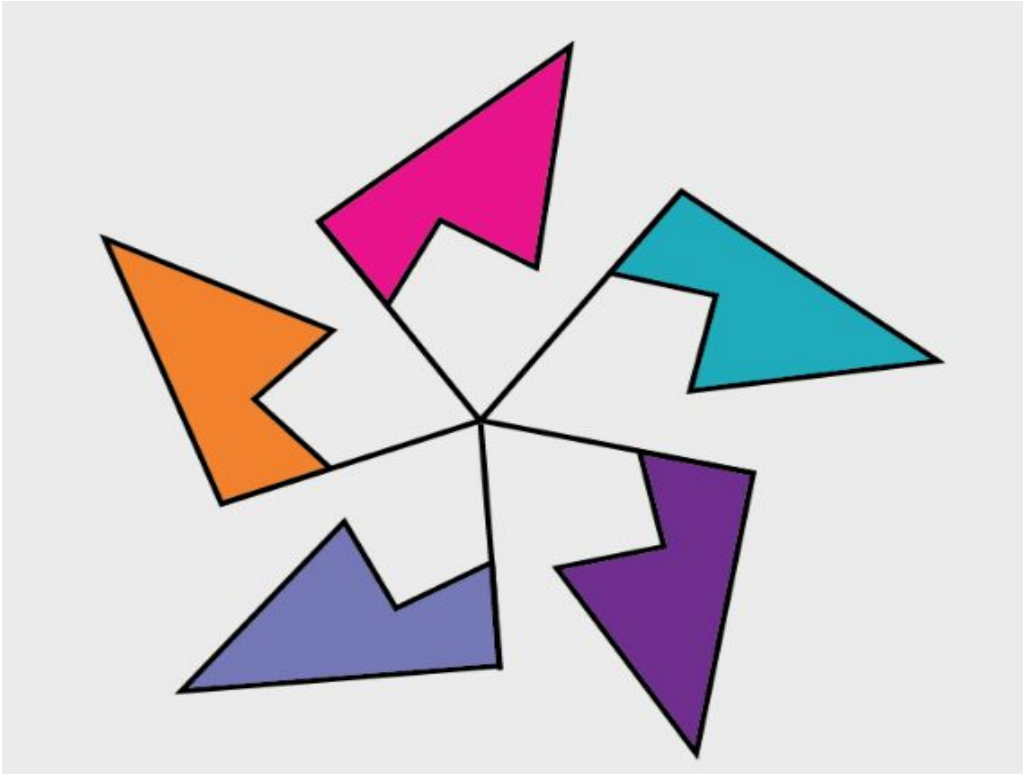
Optimism

Self-Compassion

Grit

Brecher (2016)

Five Features of Wide Awake Learning



Practiseability

Attention Restoration

Well-being/-becoming/-learning

Connectedness

Agency

Shaffer (2018)

Why do students choose TiA?

I don't know how to navigate university.

I feel like I'm always falling behind.

I want to be able to bounce back.

I want to feel connected.

I am struggling to keep my health in balance along with school work.

I feel like I am not on the right track.

I'm feeling confused and overwhelmed and stressed.

I'm constantly procrastinating and putting things off.

I want to learn how to appreciate what is around me.

I'm feeling discouraged and don't know if I can succeed in school.

I don't know how to prioritize my tasks and responsibilities.



- **Appreciative Listening**
- **Awe & Wonder**
- **Belongingness & Community**
- **Collaborative Group Work**
- **Coping & Inner-Resourcing**
- **Critical Thinking**
- **Curiosity & Creativity**
- **Decision-Fatigue**
- **Effective Test-Taking**
- **Efficient Studying**
- **Essay-Writing**
- **Flow & Peak Performance**
- **Gratitude**
- **Growth Mindset**
- **Habits**
- **Meaning & Purpose**

- **Micro-Resilience**
- **Mindfulness**
- **Mindful Time Management**
- **Note-Taking**
- **Optimism & Hope**
- **(Complicating) Perseverance**
- **Professional Communication**
- **Responding to Critical Feedback**
- **Restoring Focus**
- **Self-Advocacy**
- **Self-Compassion**
- **Self-Efficacy**
- **Sleep as a Learning Strategy**
- **Well-Regulating Somatic Practices**

How can I learn to love being a student?

Do grades, motivation, and the day-to-day of school life feel like a struggle? Is stress high, confidence shaken, or hope low in your in-person or online academic journey? Does learning feel lonely, disorienting, or disconnected? Thriving in Action Online can help. Here, you'll learn new ways, new approaches, and new skills to support, help, and heal your post-secondary path.

Thriving in Action Online welcomes all students—all identities, all contexts, and ways of learning. No matter your social location, year, program, age, or school history, welcome. We're so glad you're here.

In Thriving in Action Online, born out of the Thriving in Action curriculum, you'll find a blend of flourishing skills and holistic learning strategies that can help you mindfully manage your time, nourish new habits, study efficiently, bounce forward after setbacks, and so much more.

tia.torontomu.ca

Cultivate Your Happiness: A ThriveTMU Weekly Workbook

Second Edition

A calendar of weekly thriving strategies, learning strategies, and writing prompts crafted to assist you in navigating challenges and nurturing your overall sense of well-being.

Diana Brecher & Venus Bali (2023)



ThriveTMU

STUDENT PLACEMENT GUIDE:

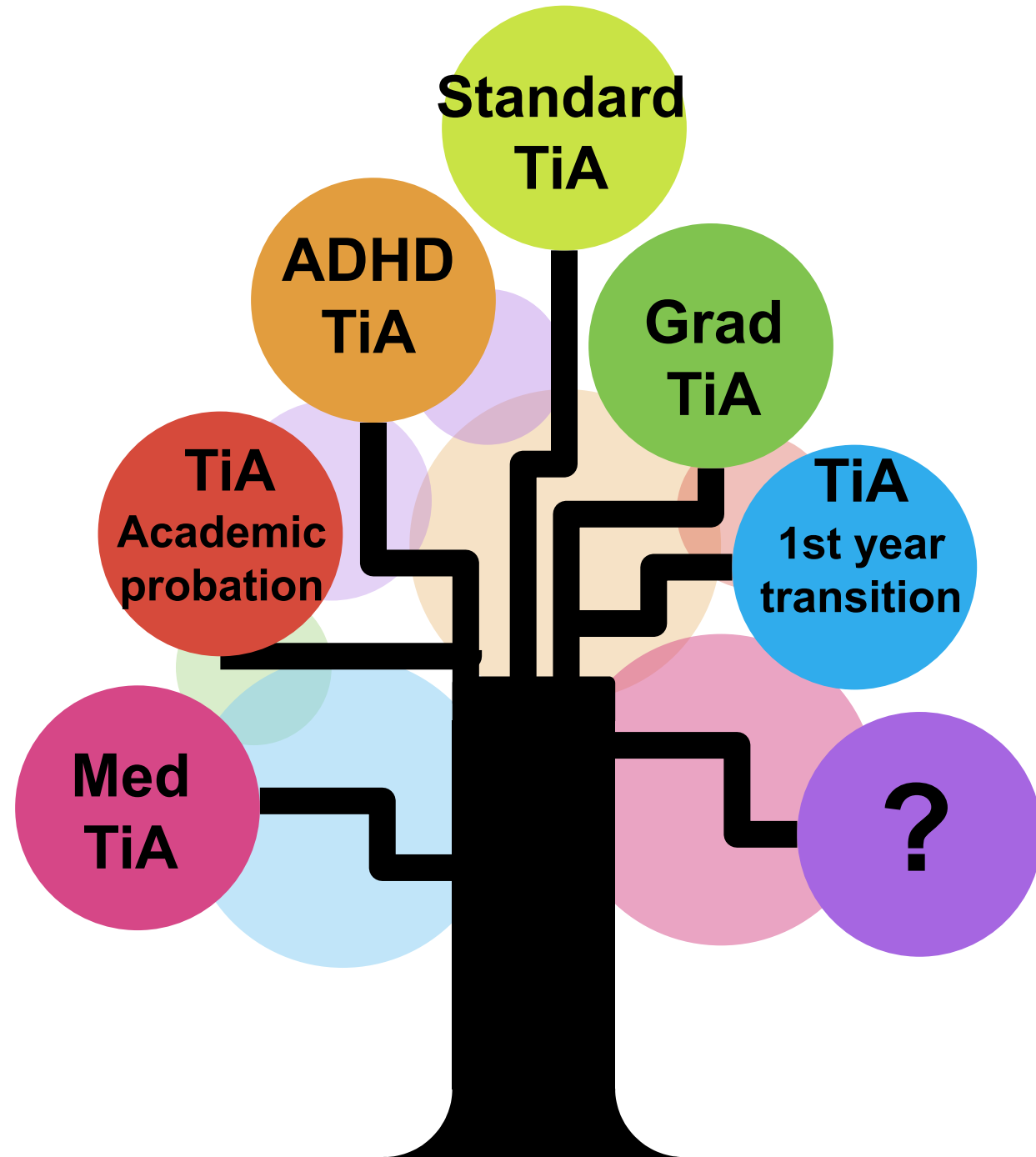
A THRIVE TMU SELF-CARE WORKBOOK



Sara Meechan & Dr. Diana Brecher (2024)

The Thrive TMU Curriculum Inspired This Guide

Thriving in Action Adaptations



2025

Thriving in the Classroom

A digital toolkit to support resilience in post-secondary educators and their students.

Hello there

Thank you for your interest in learning more about resilience.

You're joining thousands of college and university faculty, instructors and educators across the province who are committed to supporting themselves and their students in building and strengthening their resilience as they adapt to unpredictable and challenging conditions in the classroom and beyond.

This toolkit shares the latest research, as well as skills and resources to empower you to promote personal, academic, community and career resilience in your students and yourself.

What is resilience?

Hear what others are saying about resilience



Resilience experts distinguish between four distinct kinds of resilience.

Which of these are you interested in today?

Community
resilience

Personal
resilience

Academic
resilience

Career
resilience

Caiti Casey

University of Windsor



Increase in their belief they can succeed at University



Jennifer Babin
Emily Appleyard

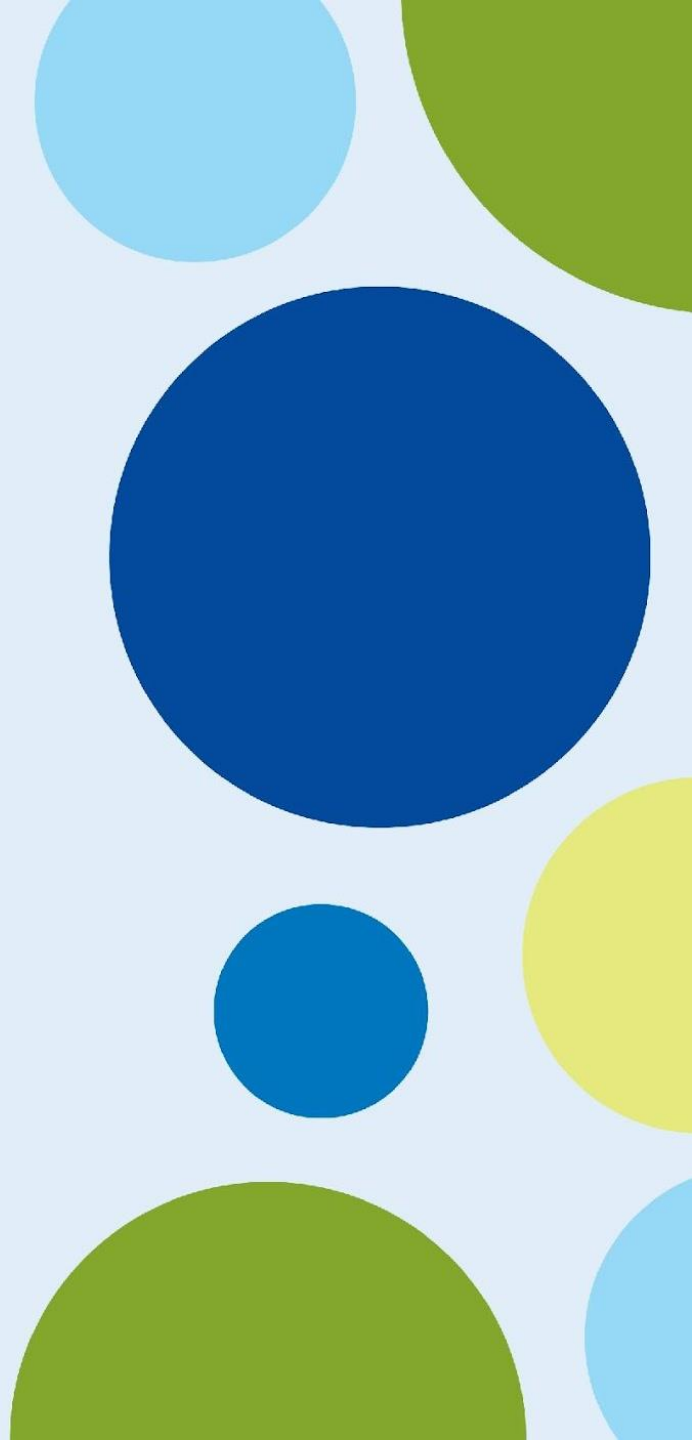
Niagara College



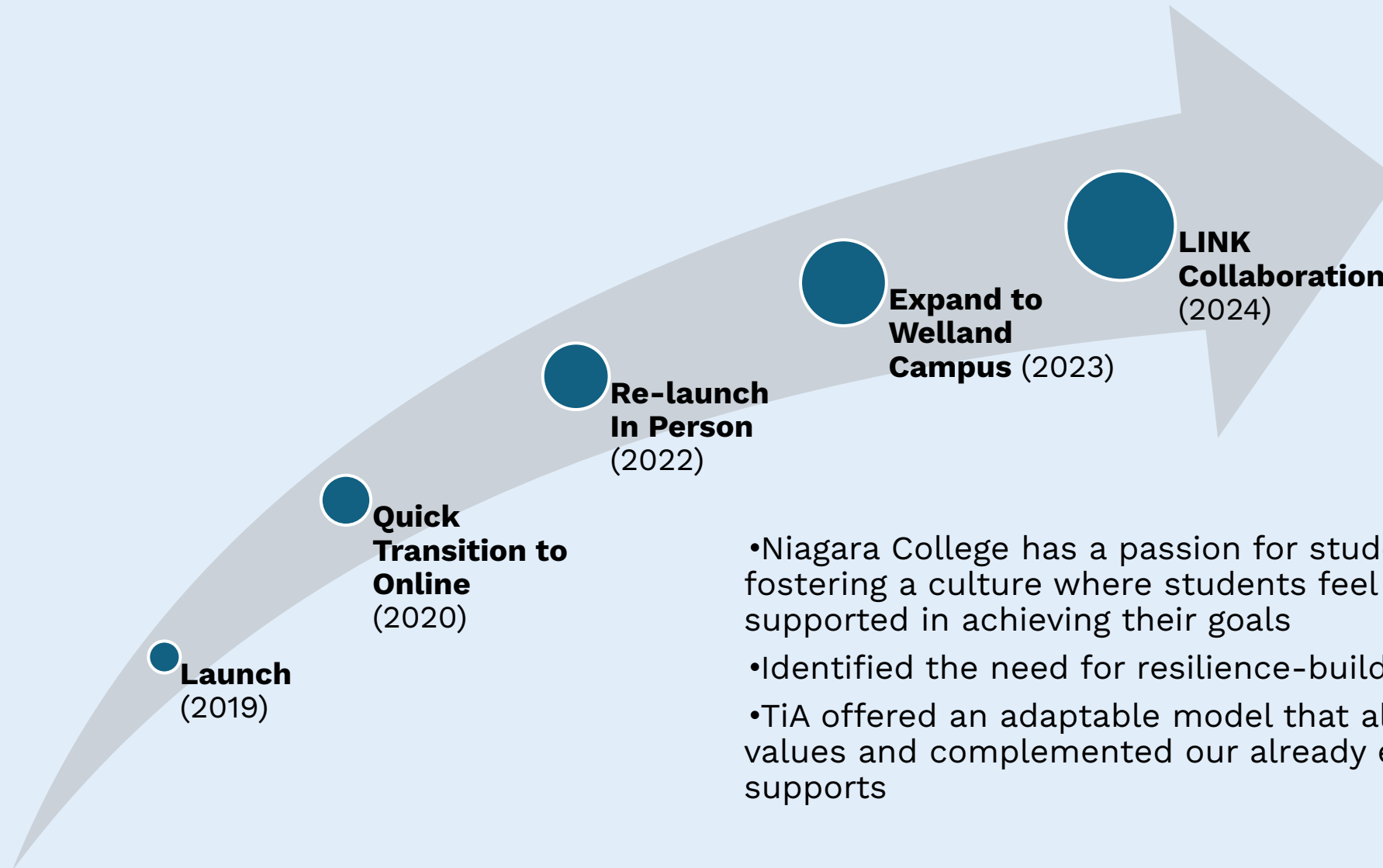
Thriving in Action

“THRIVE@nc”

Jennifer Babin, Counsellor
Emily Appleyard, Learning Strategist



Bringing TiA to Niagara College



- Niagara College has a passion for student success, fostering a culture where students feel valued and supported in achieving their goals
- Identified the need for resilience-building initiatives
- TiA offered an adaptable model that aligned with our values and complemented our already existing learning supports

How We Deliver TiA at Niagara College

In our initial offerings, we maintained the core structure and themes from TMU's TiA, while customizing examples and activities to fit Niagara College students.

Based on participant feedback, we shortened sessions and eventually **removed writing prompts and the Circle of Joy.**

The program is delivered as a **non-credit workshop** series, but is **eligible for Co-Curricular Record recognition.**

Led by a counsellor and learning strategist team. After trialing both online and in-person formats, we transitioned to **in-person delivery only** at each campus.

Campus Collaboration and Integration



Thrive@NC is a shared initiative between Health, Wellness, and Accessibility Services, with collaborative referral pathways from Academic Advising, Faculty, the Registrar's Office, and Residence.



These partnerships help expand awareness and participation, and work to embed Thrive@NC within Niagara College's broader student success framework.

Tailoring TiA to College Student Needs

- Thrive@NC has been thoughtfully adapted to better support college students navigating academic struggles, mental health challenges, and transitional stress.
- Less emphasis on theoretical or complex concepts and more focus on application of basic strategies and skills
- Specific outreach includes international students, residence students, General Arts & Science students who are academically at risk, those referred through Counselling or Accessibility Services, and most recently our Niagara LINK students—a program for secondary students (aged 17–20) who are finishing high school while also taking a college course.

The Impact of Thrive@NC

“This program really helped me appreciate things around me with the gratitude lesson. I have started being more grateful toward people and be more appreciative of those around me”

“It gave me the reminder to actually sit down and tune into my emotions more to regulate and supervise my mental health”

“I liked how it allowed me to focus both on self care and study skills at the same time”

“Thrive was the best thing for me. It got me out of my house on my days off. It got me to wake up with a purpose and excited for the reason I was getting out. It was nice to engage in an intimate community setting at school. It really motivated me to get involved outside and in the classroom.”

“This program has impacted me both personally and academically. This program provided knowledge and educated me on how to improve my wellbeing and to properly and gracefully transition to college. This program was amazing and provided insight on how to better myself and use the information told to help others as well!”

“The program brightens my mood and opens my mind”



Students report increased academic confidence, motivation, and emotional regulation after participating.



Anecdotal feedback highlights stronger learning habits, greater self-awareness, and reduced academic stress.



We do not currently have ways to gather more formal data on outcomes such as GPA, retention, and overall well-being.

Looking Ahead with Thrive@NC



We continue to refine THRIVE@nc based on student feedback and evolving needs



We continue to explore opportunities for expanded delivery, increased reach, and potential integration into already existing courses.

Lisa Steffensen

Roane State



Thriving in Action at Roane State

Implementation and
Initial Outcomes

*This program was funded by a Tennessee Board of Regents
Student Engagement, Retention, and Success Grant*





About Roane State Community College



- Accredited by Southern Association of Colleges and Schools (SACS)
- 9 campuses, 2 time zones
- Transfer and Career programs (Associate Degrees) as well as continuing education, developmental education
- Also offer Dual Enrollment/Middle College programs (high school students)
- Have robust athletics program including basketball, baseball, softball, volleyball, cross country, soccer, and golf
- No residence halls
- Fall 2024 FTE: 5012, Headcount – 3203

Program was
funded by a
Tennessee
Board of
Regents
Student
Engagement,
Retention,
and Success
Grant
(SERS Grant)

Population of focus: Students from poverty

Grant Initiatives

- Poverty Workshops for faculty/staff (Dr. Donna Beegle)
- Listening Sessions/Focus Groups for students
- Resource and Opportunity Fairs
- Kindness Closets
- Thriving at Roane State program

Thriving at Roane State 2024-2025

Housed in Momentum/D2L (online Learning Management System)

Content provided by Thriving in Action, slightly altered to our population, and then modules mostly designed by our Center for Teaching and Learning

Fall 2024: Live Zoom sessions + asynchronous content

Spring 2025: All Asynchronous

Participation was voluntary with all modules were available from start of semester with deadlines for surveys to win prizes

Promoted on website, weekly newsletter, some social media

My RSCC Courses

All

Master Sections

Training



Parenting Student Resource Group

PSRG_STEFFENSEN_202510

• Training



Thriving at Roane State

THRIVING AT ROANE

STATE_.202480 • Training



Keystone Habits ▾



Keystone Habits

Charles Duhigg, in his book "The Power of Habit," introduces the concept of **keystone habits**. These are habits that have the power to initiate a chain reaction, causing other habits to form and improve various areas of our lives.

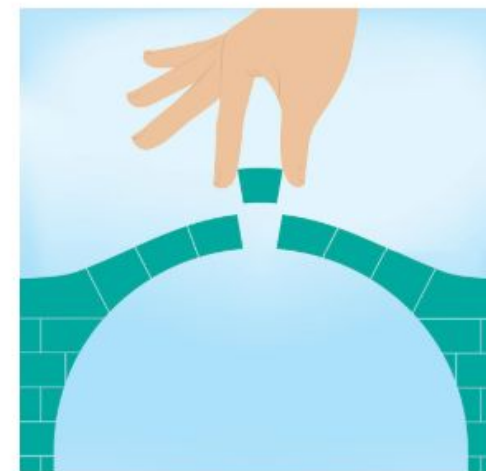
Like the keystone in a bridge that holds it all together, a keystone habit is a behavior that, once acquired, becomes a pathway to changing other behaviors. Common keystone habits for students are - daily meditation, attending classes, getting a good night's sleep, organizing your day or your meals in advance, and exercising regularly. Engaging in any of these behaviors will make other changes much more straightforward.

As a student, some keystone habits you may find helpful are:

- **Daily Meditation or Journaling**

Benefits: Enhances mindfulness, reduces stress, improves focus, and fosters self-awareness.

- **Planning and Goal Setting**



TiA Participation Student Demographics

Age Group

- 21–24 highest average module enrollment (2.95); 18.78% of the total.
- 18–20 (83 students, 42.13%), had a slightly below-average module enrollment (2.27).
- Students over 24 comprised about 34% over TiA enrollment (Adult students make up about 20% of RSCC enrollment)
- The median age of students enrolled in TiA was 23, two years older than for RSCC.

Gender Differences

- Females (159 students, 80.71%) had an average module enrollment of 2.44.
- Males (38 students, 19.29%) had a slightly higher average of 2.47.
- Females were overrepresented (81% compared 67% for all RSCC)

Pell Eligible

- 55% of Degree Seeking (compared to 48% RSCC Degree Seeking)

TiA Participation Student Success Metrics



All Course Success Rates:

Dual students had a higher success rate (92.75%) compared to Non-Dual students (81.91%).

Both groups performed slightly better than the overall RSCC averages (92.45% and 80.07%, respectively).



Fall to Spring Retention:

Non-Dual students had a higher retention rate (87.96%) than Dual students (80%).

Both groups outperformed the overall RSCC retention rates (80.52% and 69.73%, respectively).

Summary



Participation

About 200 total participants.

Under age 24 was the largest group but underrepresented compared to college.

Female student enrolled at higher rates compared to college demographics

About 7% more Pell eligible compared to college



Student Outcomes

Similar course level success rates

Meaningfully higher fall to spring retention rates

Comments from Students

“I went through the modules by focusing on which ones could best benefit me academically and in life in general (modules 1 and 2) and was surprised to find that some of the later modules like 7, 9 and 10 were areas of my life I had no idea could use improvement or were things that could benefit me.”

“The module 8 activity was most helpful. I did the module on flow and it helped me in my classes by helping me find my own flow allowing for better concentration and clear set goals. It made my studying and case load a lot easier to manage. For example, I broke tasks down into smaller steps to make sure I got it done in a timely manner while also ensuring I understood the material. I have always struggled in math, I have never passed a math class feeling like I passed with full knowledge but thanks to this module and learning how to incorporate flow into my life, I have managed to pass my math class with a B and feel like I truly learned a lot.”

“This program has been beneficial especially as someone who is still working on the adjustment of college studying and note taking. I used to find it hard to take time to sit down and review my notes and textbooks. As I have completed some of these modules, especially the ones pertaining to my weaknesses, I feel like I have grown as a college student.”

Next Steps for Thriving at RSCC



Continue asynchronous offering via Momentum



Can continue offering incentives with leftover swag from this year as well as some expenditures from regular budgets



Targeted promotion to first time students to avoid oversaturation



Deep Dive Habits workshop based on “Atomic Habits” book



Continue to find ways to connect with students via Zoom or in person despite busy schedules

Questions?

Lisa Steffensen

Dean of Students

Roane State Community College

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Venus Bali

Mount St. Vincent University

THRIVING IN ACTION AT MOUNT SAINT VINCENT UNIVERSITY: A STUDENT SUCCESS COURSE RE-IMAGINED

1. Origin and Gaps

Course for students on academic probation. This course was not for credit but was mandated as a part of their probation contract. In order to get back into good academic standing students needed to increase their GPA and pass the course.

2. TiA Training CACUSS 2018

Observed student trends in session fall 2017, winter 2018 and became trained in TiA curriculum summer of 2018.

3. Curriculum modifications

Began implementing various components of the TiA curriculum throughout the course. Collected feedback from students in all the cohorts.

4. Pilot Course Fall 2019

Created a proposal to run a pilot of TiA with a counsellor and learning strategist. Received approval to pilot the course for one cohort.

5. Community Building and Artefacts

Increased sense of community, rich conversation specifically through what went well, and nice wrapping up of the term through the artefacts final project. Students were more engaged in this cohort than the two others.



Breanne Molnar

UBC Okanagan

Thriving in Action at **UBC OKANAGAN**

BREA MOLNAR

Senior Manager, Learning Resources
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Thriving in Action as Academic Recovery



Needs Assessment:

Over 1000 students
may benefit from
academic recovery
support



Data Discovery:

36% increase in
students on failed
standing, 35%
increase in students
on academic probation



Targeted Intervention:

Strategically adapt
Thriving in Action to
address the needs of
UBC Okanagan

2024W TiA Trial Scope



- **Failed standing students**
 - students must be approved for re-admission or continuation without delay
 - faculty referral required
- **Any year level, any program**
 - students from all year levels and degree programs are eligible to participate
 - students opt-in, the program is not mandatory
- **Cohort of 75-100 students**
 - cohort size limited due to facilitator capacity and space constraints
 - cohort limited to ensure personalized support for students

2024W TiA Trial Goals



Advance the access, inclusion
and participation of UBC Okanagan's most
academically challenged students



Deliver transformative learning
experiences that interlace and improve student
wellbeing and executive functioning



Increase student retention
and enable academic progression across all
UBC Okanagan year levels and degree
programs

2024W TiA Trial

Learning Outcomes

01

Strategies

Develop and apply effective goal setting and time management strategies to enhance academic performance

02

Resilience

Cultivate self-compassion and positive self-talk to build resilience and maintain motivation

03

Growth

Foster a growth mindset to embrace challenges and view failures as opportunities for learning and development

04

Wellbeing

Create a personalized toolkit of strategies for sustaining well-being and academic success throughout university life

05

Confidence

Reflect on personal growth and experiences to continuously adapt and refine approaches to well-being and learning

2024W TiA Trial

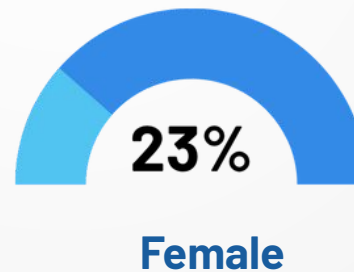
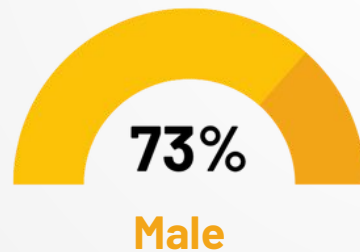
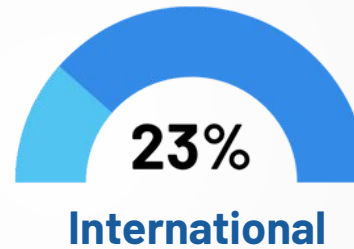
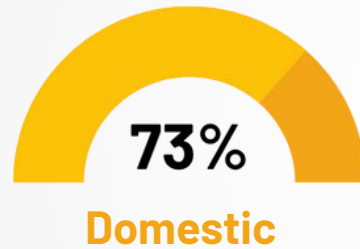
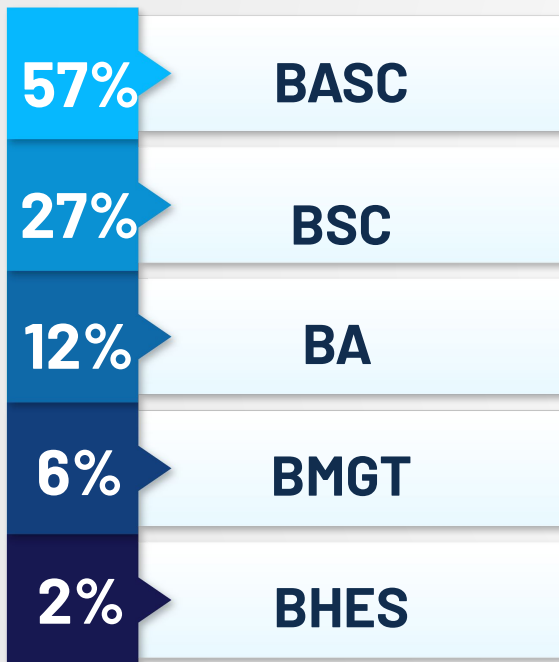
Partnerships

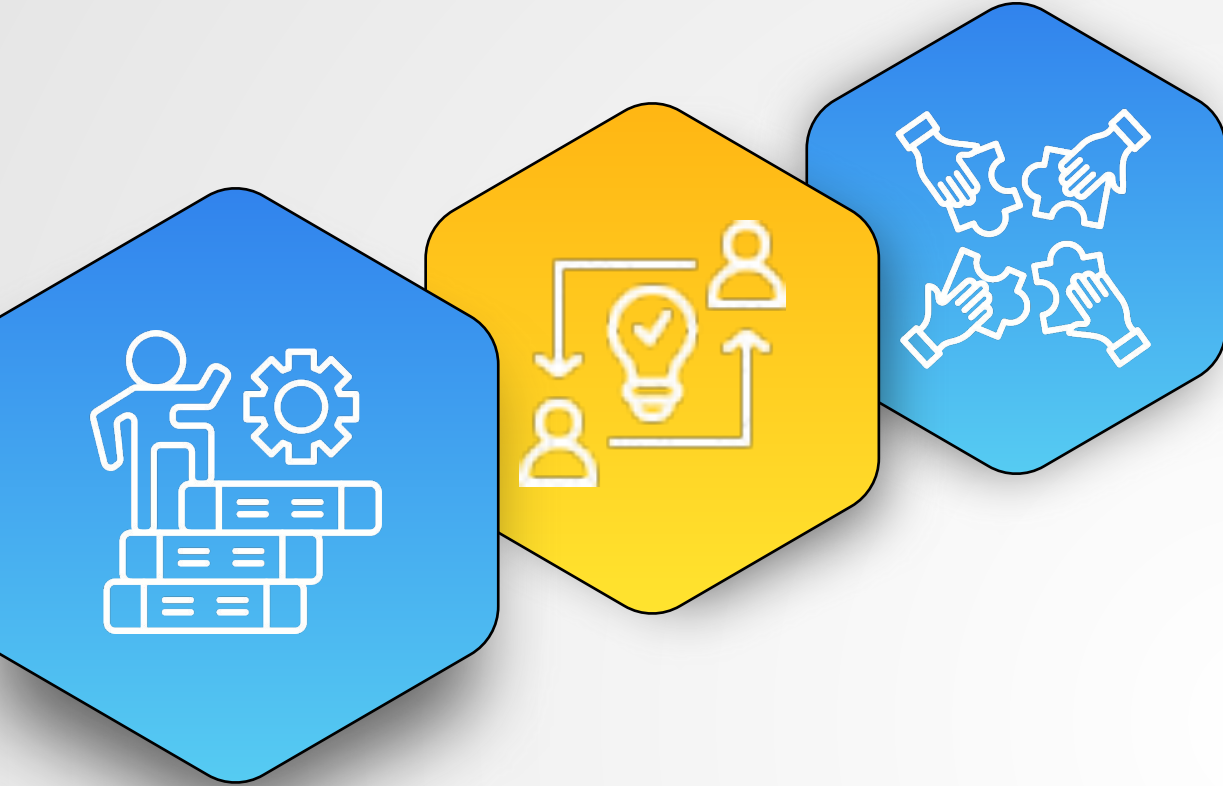
- **Faculty Support**
 - 100% buy-in from every UBCO faculty and school
- **Professional Expertise**
 - co-designed and co-facilitated curriculum
- **Holistic Advising**
 - wrap-around support for UBCO's most vulnerable students



2024W TiA Trial

Student Cohort





2024W TiA Trial

Curriculum

Weekly Topics

Week 1	Optimism	Unlearning
Week 2	Thriving	Healthy Habits
Week 3	Energy Mapping	Time Mgmt
Week 4	Awe, Wonder	Concentration
Week 5	Decision Fatigue	Strategic Study
Week 6	Hope	Exam Writing

Student Assessment

Week 4	Weekly Schedule
Week 8	Study Planner
Week 11	Wellness Reflection
Week 12	Final Showcase

2024W TiA Trial Metrics

Outputs

Quantitative & qualitative assessment

- track student engagement and participation
- distribute student satisfaction surveys
- compare participant and non-participant grades

KPIs

15% standard of improvement across all measures

- Thriving: Thriving quotient
- Self-Efficacy: Self-efficacy survey
- Academic Performance: Academic averages



2024W TiA Trial

Results



Academic Determination

Start of Term

37%

End of Term

70%

Engaged Learning

Start of Term

38%

End of Term

74%

Positive Perspective

Start of Term

52%

End of Term

72%

Psychological Sense of Community

Start of Term

45%

End of Term

65%



Forward Thinking

Thriving in Action Reinvented

Vision

Transition TiA from a co-curricular program to a credited academic course.

Mission

To foster holistic student development, ensuring students are not only academically accomplished but also resilient, balanced, and well-prepared for the complexities of life within and beyond university.

Questions?
THANK YOU

BREA MOLNAR

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Q & A