Thrive at Cornell!
**Step Up (Thrive)**

*Thriving* is the ability to meet a challenge and grow to an even higher level of functioning and well-being than previously experienced.

Chandra is a first year student at Cornell. After moving in and starting classes, Chandra is initially overwhelmed by the whole transition. She is a little homesick, nervous she won’t be able to keep up with her reading in her classes, and feels like she doesn’t know how to make close friends. After a few weeks, she decides to **join a study group** for one of her classes, which helps to control her worry about staying on top of her work. She **attends a program** offered in her Residence Hall with some hall mates and **begins to make friends** on her floor. She stays in touch with her friends from home and begins to find a rhythm with her class work, thanks to **time management tips from the Learning Strategies Center**. After taking these steps, Chandra feels confident in her ability to manage her course load, is excited to go home for winter break, and is looking forward to the spring semester.
Resilience is the ability to recover quickly from stressful events and to return to the previous level of functioning.

Abelo ignores a “No Winter Maintenance sign” while walking on campus, slips on the ice, and breaks his dominant arm. At first, he has trouble eating, getting dressed, and taking notes in classes. Abelo feels frustrated that these routine activities were such a challenge. He remembers learning about campus resources from his orientation leader, including Student Disability Services and their assistance with note taking. He feels grateful for the help with his notes and, after a few days of practice, he is better able to eat and get dressed with the broken arm. After reflection, Abelo realizes breaking his arm wasn’t too disruptive to the semester. Thanks to his sense of humor, he can laugh about it with his friends.
Put Up

Individuals who put up a struggle with a stressful situation have diminished well-being, but their well-being is still higher than that of individuals who have given up.

Kira gets a lower grade than she hoped for on a prelim. She is disappointed by her performance and begins listening to the negative voice in her head. Kira concludes there is no way to get an A in the course now, which she translates into being a failure. She remains stressed out by the course for the rest of the semester and can’t control her worry about her grade in the class. Kira ends up passing the course after too much coffee, a battle with procrastination, and many sleepless nights.
How could Kira thrive in this situation?

When she first sees her prelim grade, Kira could:

~ **Ask a close friend or family member** to remind her of her strengths and talents.
~ **Focus on her motivation to do better** on the next prelim and use office hours to learn from her mistakes on the first prelim.
~ **Reframe her thinking** around the course to focus on what she can control moving forward, which will help her control worry and sleep better.
~ **“Take stock” of her attitudes** on failure and success and allow herself to make mistakes and grow from them.
Individuals who give up feel *defeated* in the face of a stressful situation.

Alex is a new student at Cornell. After his first set of prelims, he feels tired and has a sore throat and frequent headaches. At first, he attributes these symptoms to stress from his exams. After several weeks, he still feels exhausted and starts to skip classes in order to sleep in. He finally decides to see a clinician at Gannett and finds out he has mono. At this point in the semester, he feels far behind in his classes and assumes that his professors won’t be understanding, so he doesn’t ask for help. He takes incompletes for the semester and feels embarrassed to come back in the spring.
How could Alex thrive in this situation?

When he first starts feeling ill, Alex could:

~ **Call Gannett** for a phone consultation. If he seeks medical care earlier in the semester he will have **more time to recover** both physically and academically.

~ Make an appointment with his **College’s Academic Advising Office** to get **academic support** and **accommodations** to help relieve the stress of meeting deadlines while he recovers.

~ **Reach out to friends** in his classes to **borrow their notes** so he can keep up with the materials while he recovers.