

10th February 2021 (1-2.30pm) – Symposium – ‘Psychological Core Skills in Academia’

Time	Presenters
1:00-1:05pm	<i>Welcome and opening remarks</i> <i>Dr. Danijela Serbic</i>
1:05 – 1:35pm	Talk 1 - <i>We need to talk about self-esteem</i> Education can be an ego-threatening process. This talk will examine academic contingent self-worth and its role in higher education. Evidence regarding academic contingent self-worth will be reviewed, with the main outcomes being that it can produce deficits to one’s learning, success, and well-being. This therefore goes against popular wisdom that investing in one’s academic work can produce positive outcomes. It is therefore of importance to consider how we manage issues of self-esteem in higher education. Some strategies to tackling contingent self-worth will be considered. <i>Dr. Sam Fairlamb</i>
1:35 – 2:05pm	Talk 2 - <i>Resilience: Why it matters more now than ever</i> Resilience predicts a number of positive outcomes during university life in terms of mental health, retention, academic performance and life satisfaction. Furthermore, it is valued by future employers as one of the top ranked attributes that they look for during the recruitment process, given its perceived importance in the work environment. Developing resilient students is particularly salient in the current time, given a host of statistics and reports that indicate a crisis of mental health problems in students as well as the impact of the Covid-19 pandemic, which presents additional and new challenges. In this talk, I will present why now, more than ever, is a crucial time to develop our resilience. <i>Dr. Illham Sebah</i>
2:05 – 2.35pm	Talk 3 - <i>The role of self-compassion in protecting students from mental health difficulties</i> Mental health difficulties have been significantly increasing in the last decades in the UK (Higher Education Statistics Agency [HESA], 2020). Due to the difficulty in addressing the needs of students presenting complex cases, it is crucial to consider a preventive approach. There has been a growing body of research supporting the relevance of emotional resilience in higher education (Brewer et al., 2019; Slavin, Schindler, & Chibnall, 2014), which would promote students’ ability to face adversity and challenges. Self-compassion has been empirically supported as a resilience factor that protects against the development and maintenance of mental health difficulties (MacBeth & Gumley, 2012; Trompetter, et al., 2017). Being self-compassionate involves being kind, understanding and supportive towards oneself in moments of distress and pain. In this talk I will discuss the role of self-compassion in protecting university

	students from mental health difficulties. I will also present different avenues to enhance wellbeing skills and support students' mental health. <i>Dr. Ines Mendes</i>
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For access to this symposium, please follow this [link](#) to register your attendance. A link will be sent to you within a few days of the talk. For later registrations, the link will be sent an hour before the start time