



SRAETTA

Sexual Risk Avoidance Education
Training and Technical Assistance

Building Psychological and Social Capital of Youth

Day 3: Keynote

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Moderator: Jerry Regier, Ph.D.



ADMINISTRATION FOR
CHILDREN & FAMILIES **FYSB** Family & Youth
Services Bureau

Session Description

This session will discuss how building the psychological and social capital of youth can increase a sense of hope, self-efficacy, resilience, and the goal-oriented optimism they need to thrive.

The SRAE-required Topics E and F will be discussed in the context of building the self-efficacy to avoid the interplay of risk behaviors that can increase the risk of teen sex, unhealthy dating relationships, and sexual coercion.



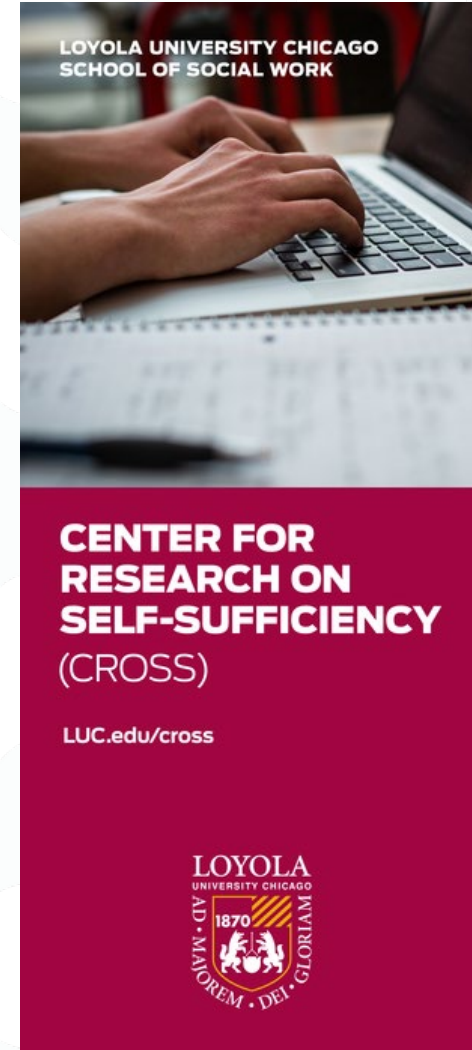
Introduction

- Philip Hong, Ph.D. | Loyola University Chicago
- Professor & Associate Dean for Research | School of Social Work
- Director | Center for Research on Self-Sufficiency (CROSS)
 - Psychological self-sufficiency (PSS)



Focus on the Process to
Success Goals

Barriers → **Hope**



Psychological Capital: Soft Skills

- Evidence that high cognitive test scores are likely to result not only from high cognitive skills but also from **high motivation and adequate personality traits**.
- There is consensus that non-cognitive skills have important effects both on **school attainment and on labor market outcomes**.
- Less consensus exists on the **malleability** of non-cognitive skills. Some argue that these skills can be altered until the end of teenage years, and others claim that emotional intelligence can be changed at any age.



Psychological Capital: Non-Cognitive Soft Skills

- Personality Trait
 - Agreeableness
 - Conscientiousness
 - Emotional Stability
 - Autonomy
 - Extraversion
- Grit
- Resilience
- Hope
- Character
- Emotional Intelligence
- Agency
- Self-efficacy
- Possible Self
- Mental Contrasting
- Growth Mindset

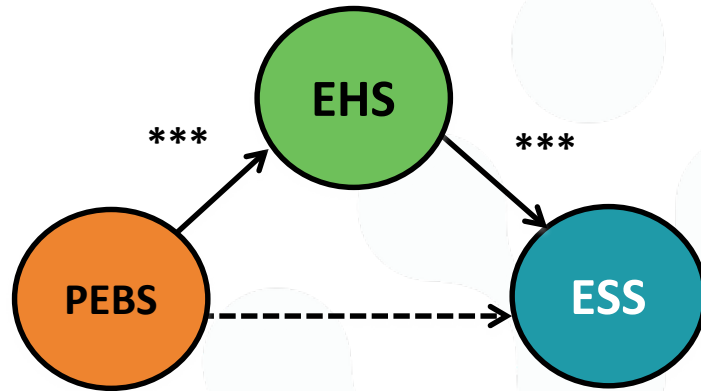


Psychological Capital: Cognitive Soft Skills

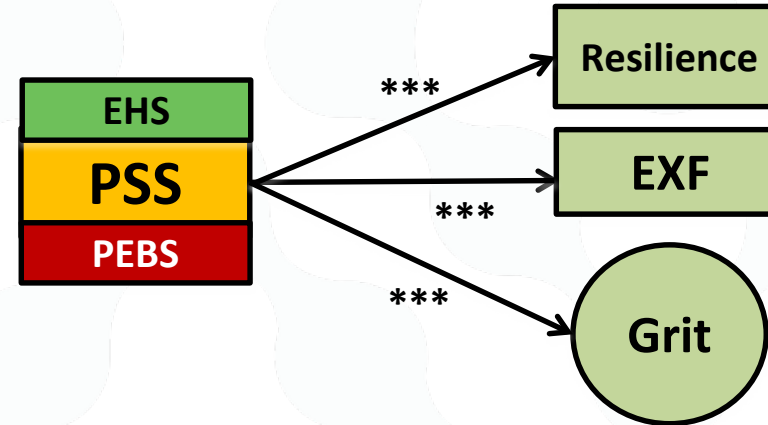
- Executive functioning skills and life skills
 - Self Regulation
 - Impulse Control
 - Emotional Control
 - Flexible Thinking
 - Working Memory
 - Self-monitoring
 - Planning and Prioritizing
 - Task Initiation
 - Organization



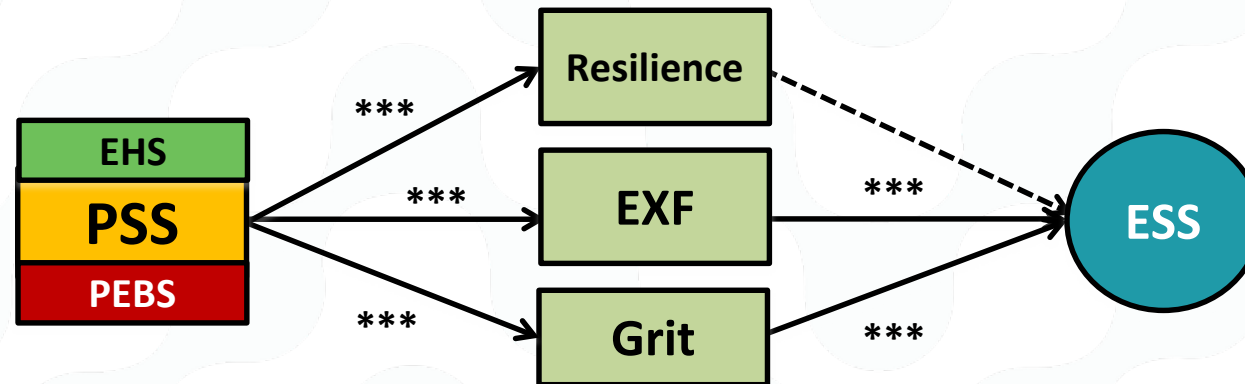
PSS and Psychological & Social Capital



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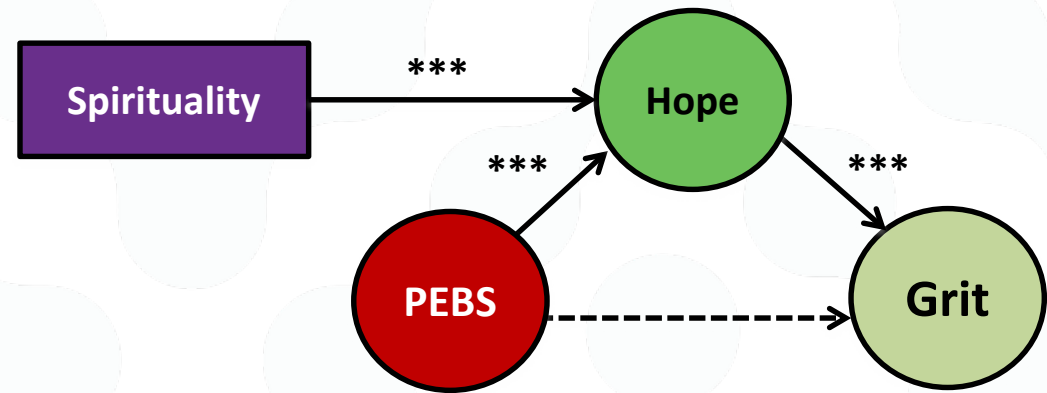
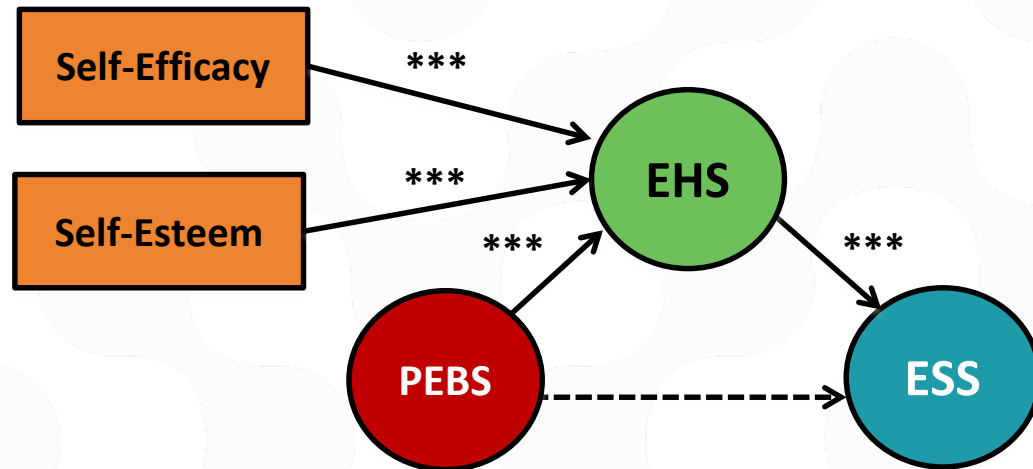
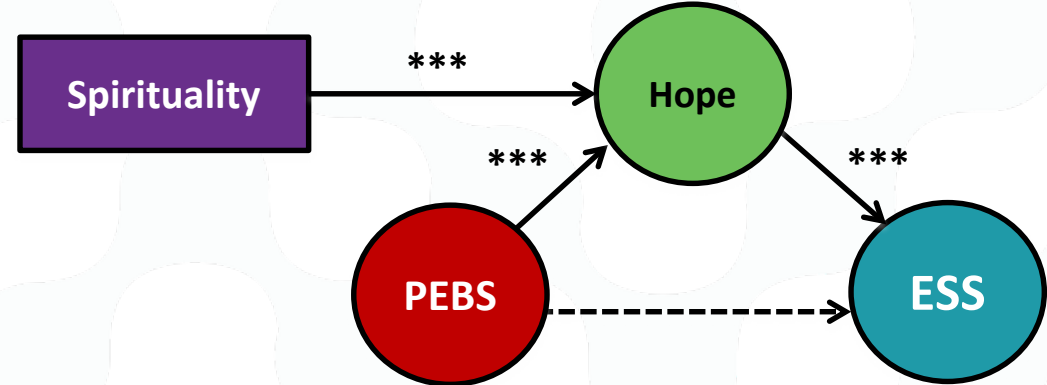
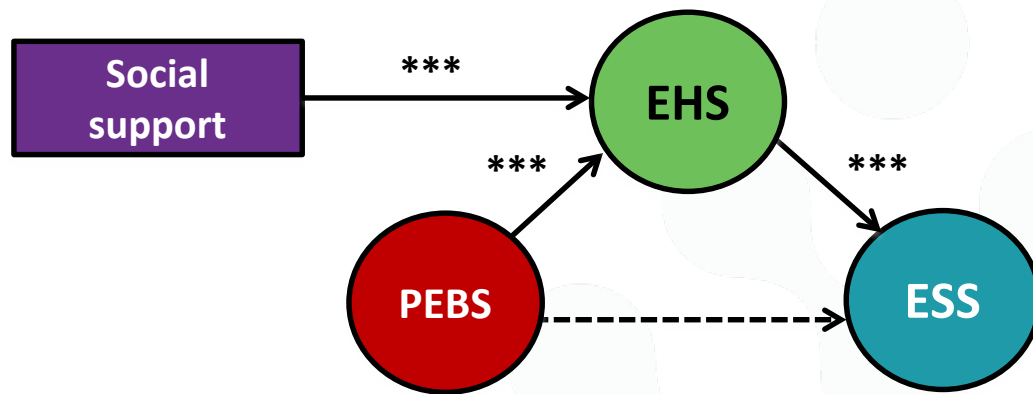


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PSS (Psychological Self-Sufficiency), PEBS (Perceived Employment Barriers Scale),
EHS (Employment Hope Scale), ESS (Economic Self-Sufficiency), EXF (Executive Functioning)



PSS and Psychological & Social Capital



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Psychological Self-Sufficiency (PSS)

Psychological self-sufficiency (PSS): The ability to transform seemingly impossible barriers into the possible. It is conceptualized as a dynamic interface of non-cognitive and cognitive forces that help you remain resilient on your path to reach your goals.

- It embraces empowerment and a strength-based approach to building **character and capacity** to sustain skills training, education, relationships, and future goals.
- My research focus group studies with jobseekers, define self-sufficiency as **a 'process' of developing psychological strength and making goal-oriented progression toward realistic outcomes.**
- **Mental contrasting** generates energy toward goals by association of reality and future.



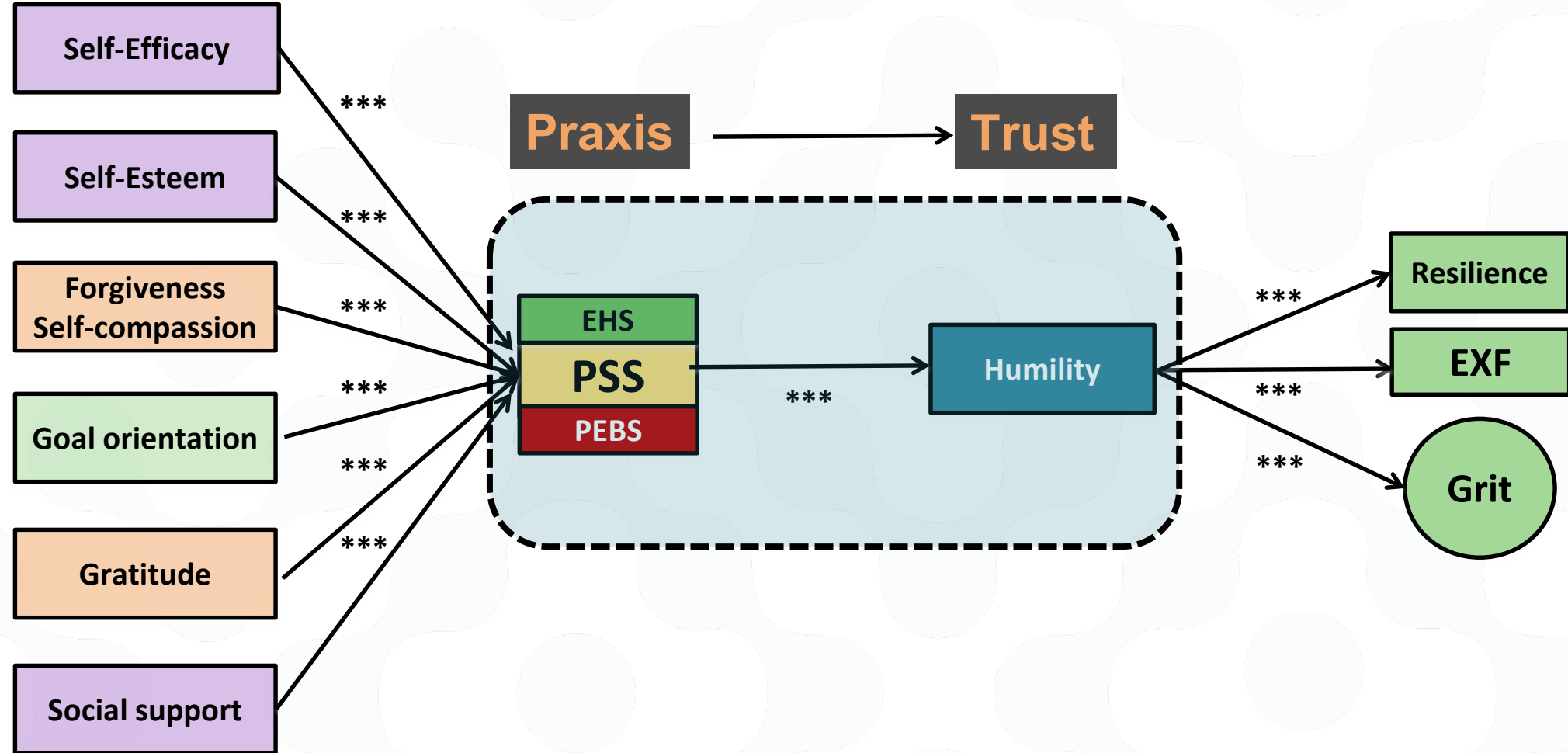
Executive Skills

- Center for Budget and Policy Priorities (CBPP) has strongly emphasized the importance of executive and self-regulation skills to impact employment stability for vulnerable / disconnected workers (Pavetti, 2014).
- These are the suggested determinants of success:
 - ✓ Self-regulation—*the ability to control one's behavior, emotion and thoughts*
 - ✓ Executive functioning—*the ability to manage oneself and one's resources in order to achieve a goal*

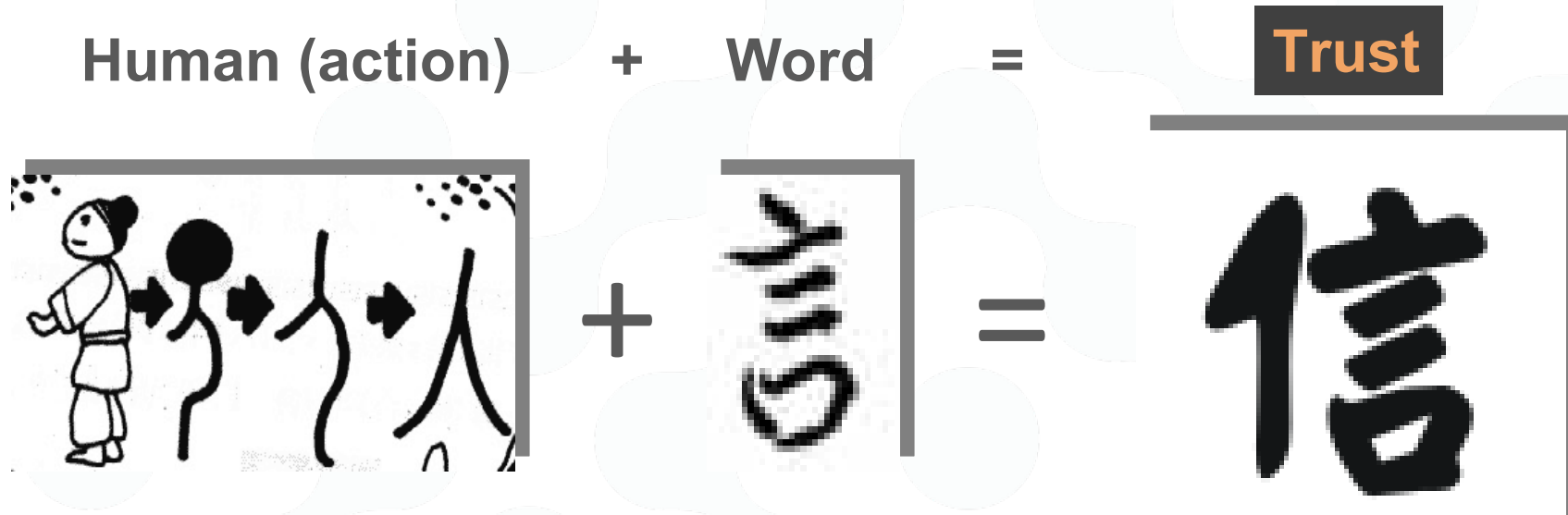


PSS and Psychological & Social Capital

Key Elements in TIP



Praxis: Reflection + Hope Actions → Trust



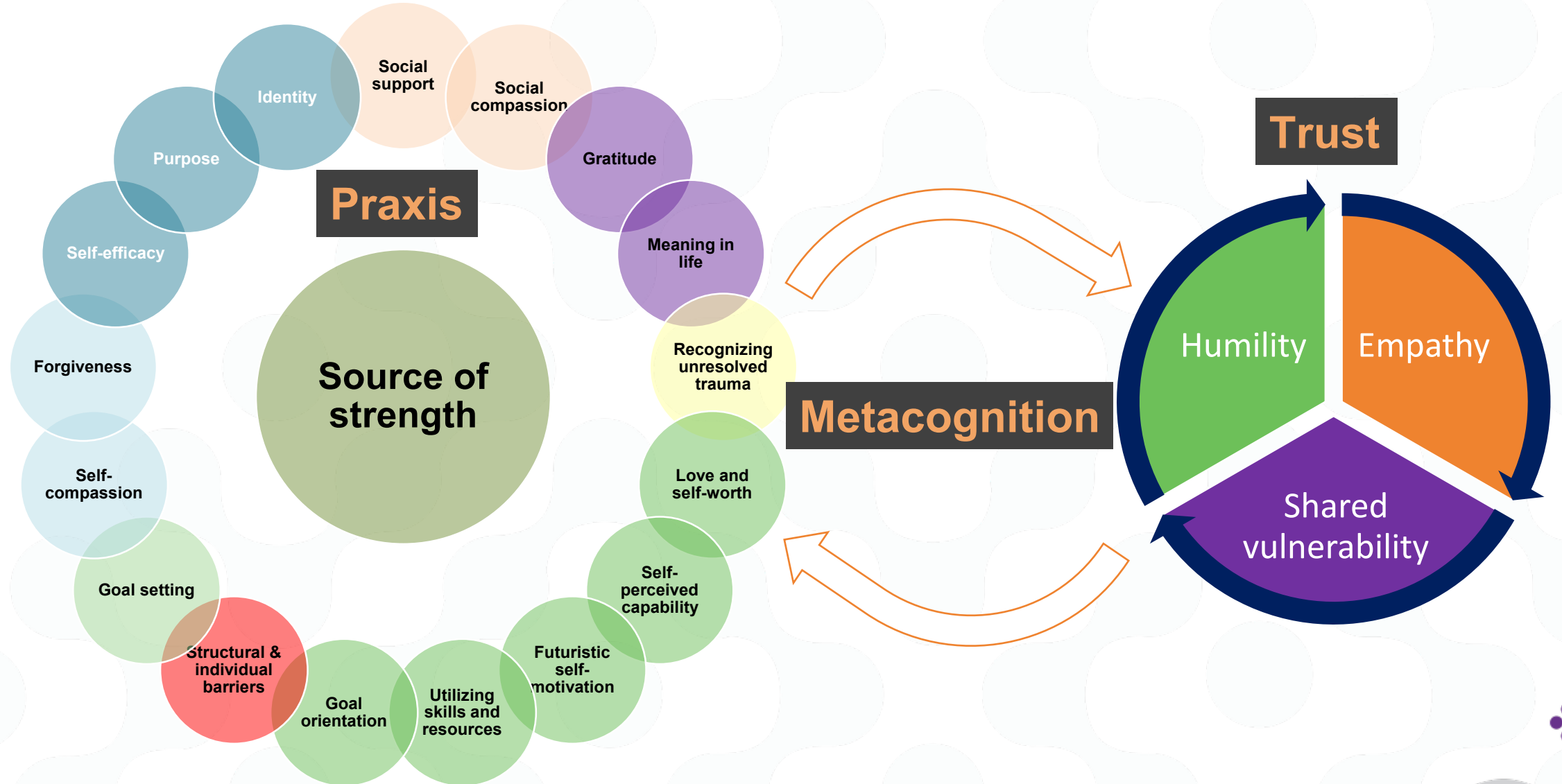
According to Paulo Freire,

Praxis = Reflection + Action

“PRAXIS is reflection and action upon the world in order to transform it” (Freire, 2000, p. 3).



Psychological & Social Capital in TIP



PSS and Psychological & Social Capital



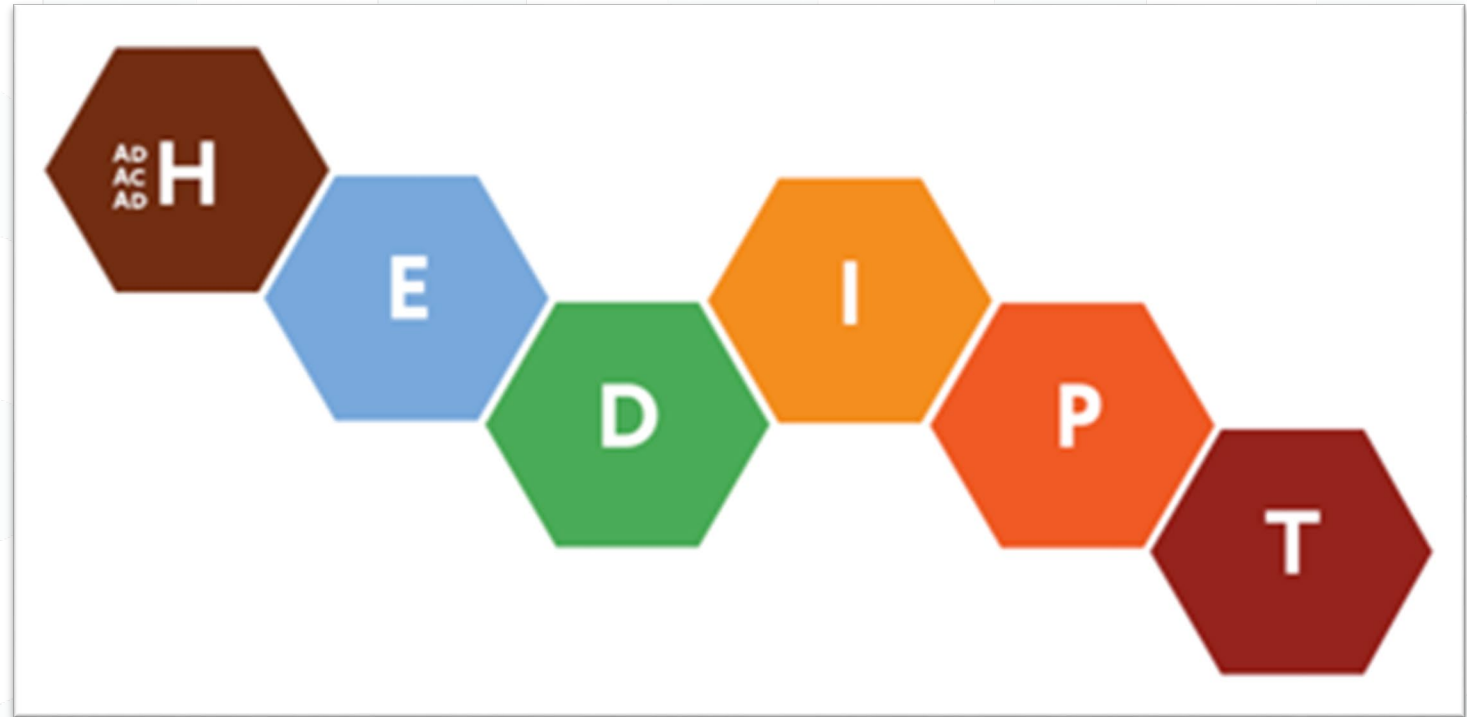
(Miguel Martinez-Saenz, 2020)

Humility is the quality or state of not thinking you are better than other people. It is the quality or state of being humble.

It is recognition of self in relation to the universe, acceptance of one's defects, and submission to a greater power.



Design Thinking (with Humility) by Tom Merrill

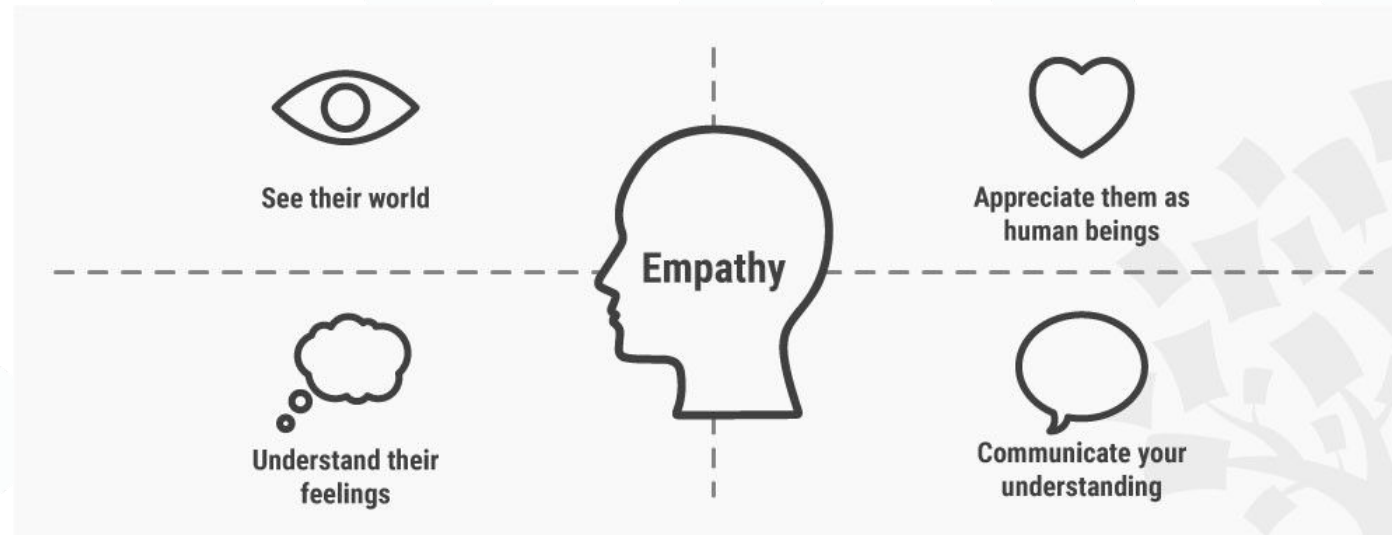


Learning begins when we:

- **Adopt** a learning mindset
- **Adopt** a humble mindset
- **Develop** a bias for action
- **Accept** the fact that humility must be a part of each iteration
- **Develop** comfort with uncertainty
- **Admit** the need to enter a project with humility to allow yourself to feel shame and confusion



Empathy



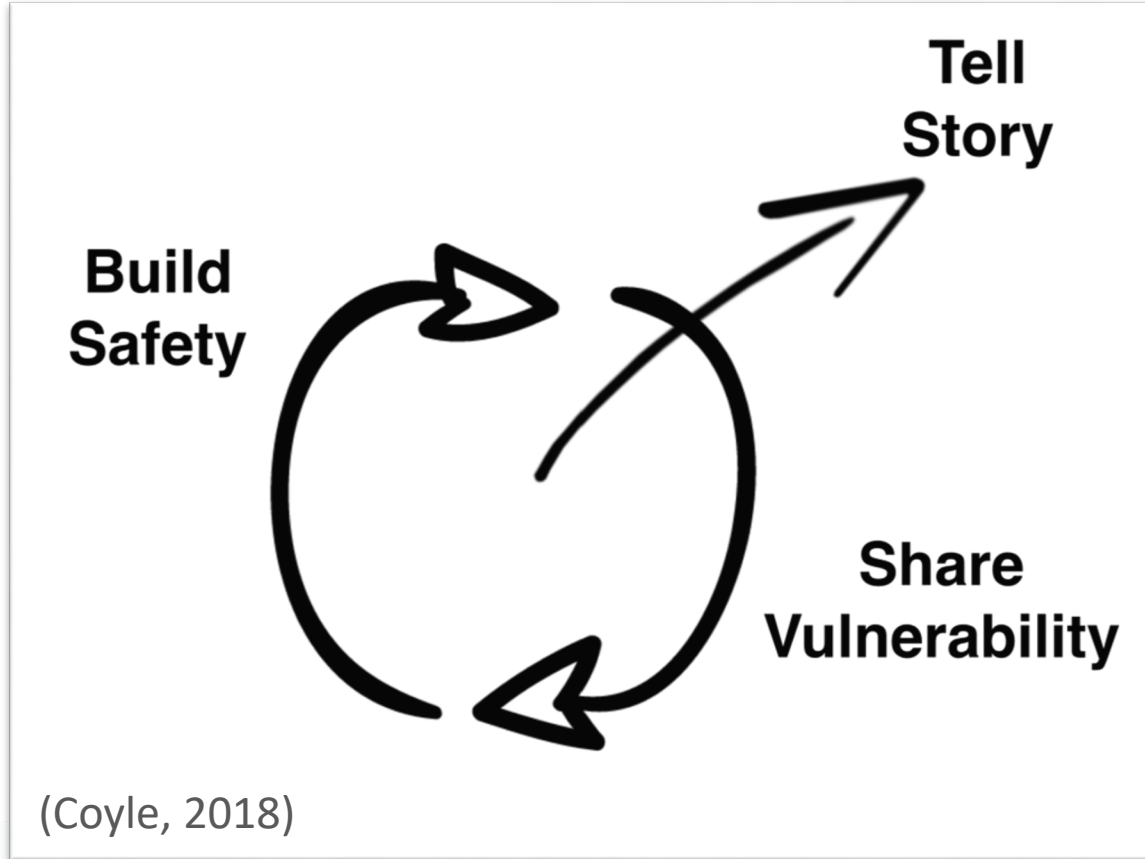
(Mortensen, 2020)

Empathy is the experience of understanding another person's condition from their perspective. You place yourself in their shoes and feel what they are feeling.

Empathy is known to increase prosocial (helping) behaviors.



Shared Vulnerability

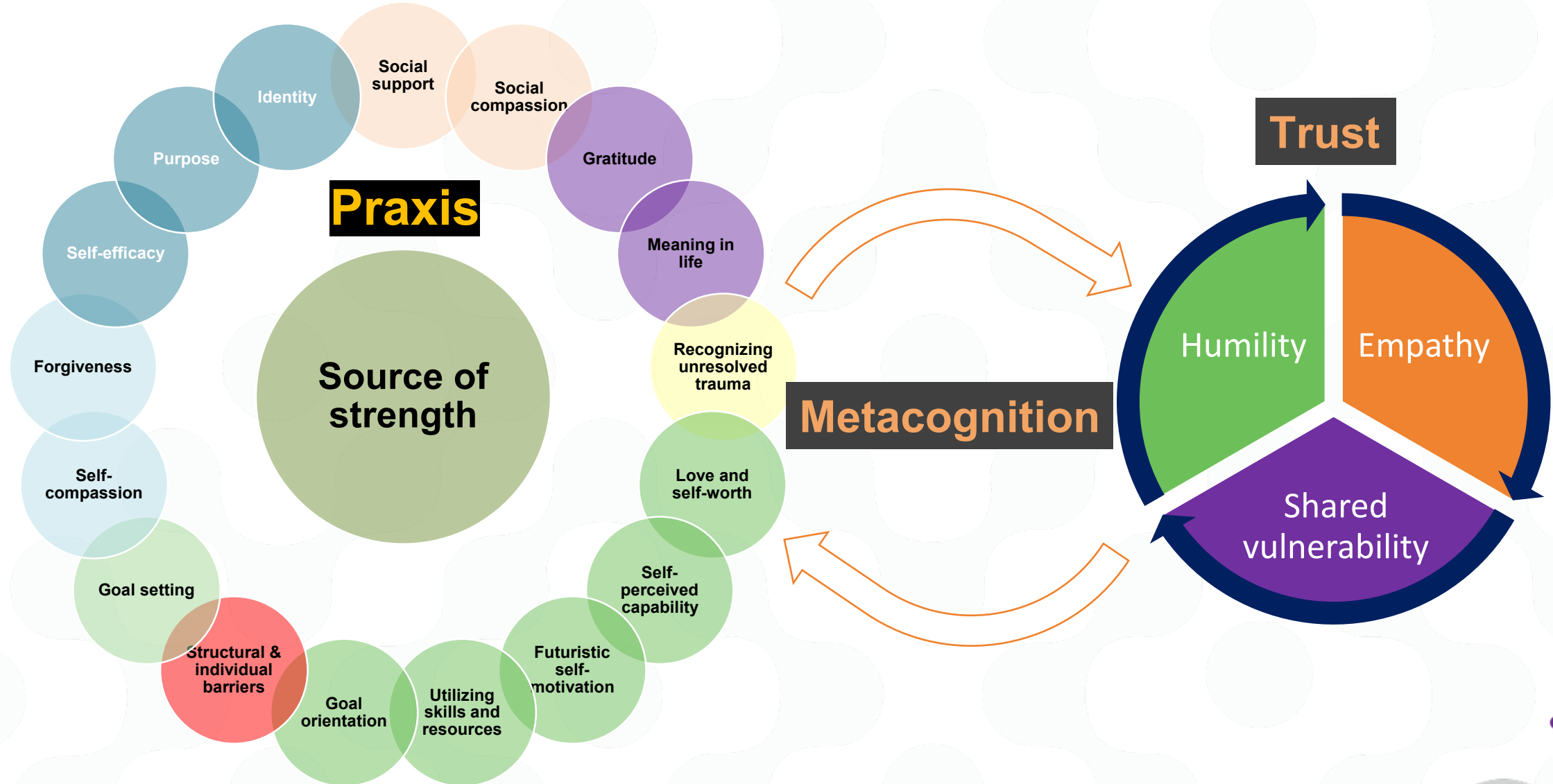


Brene' Brown on vulnerability:

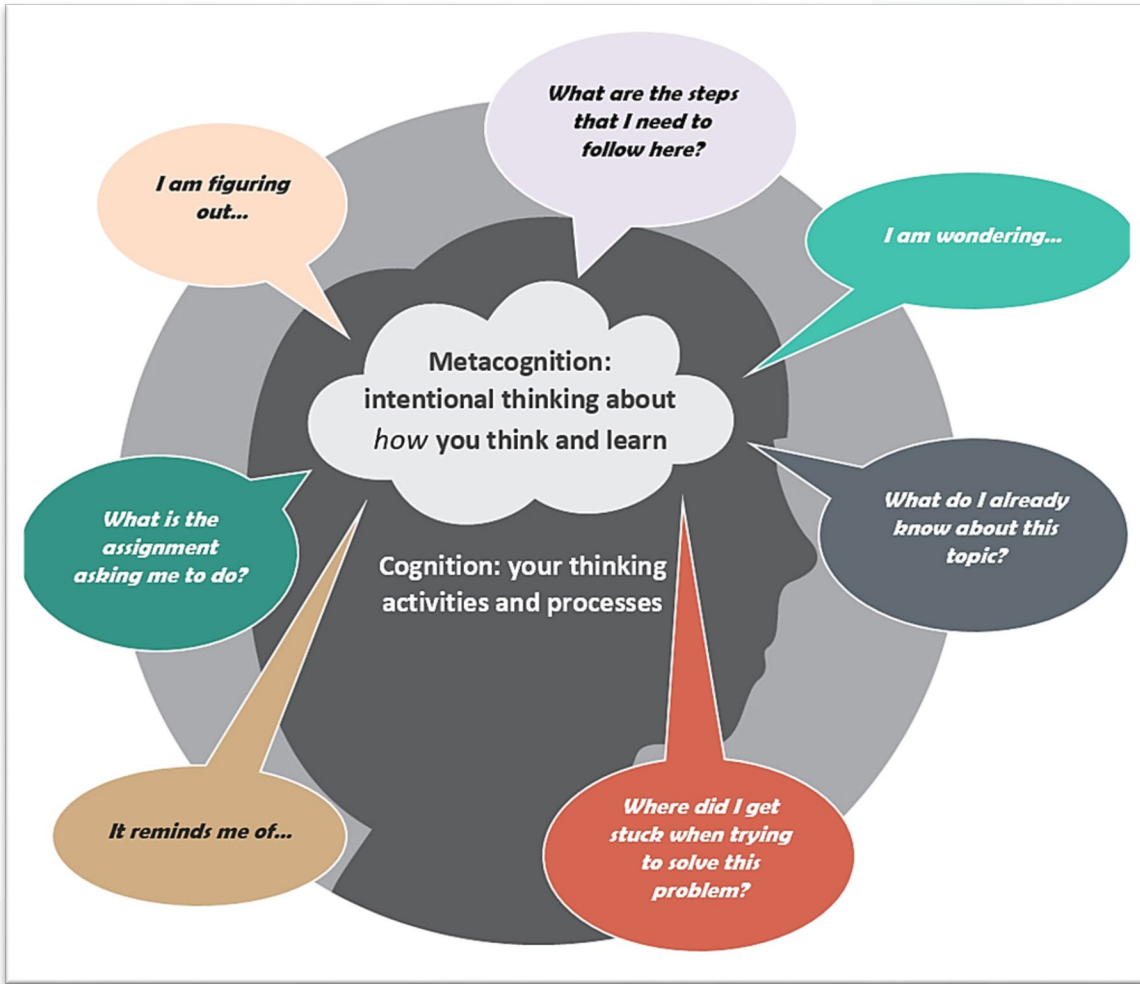
- “Vulnerability is the birthplace of love, belonging, joy, courage, empathy, and creativity. It is the source of hope empathy, accountability, and authenticity.
- “If we want greater clarity in our purpose or deeper and more meaningful spiritual lives, vulnerability is the path.”
- “When you shut down vulnerability, you shut down opportunity.”
- “We don’t have to do all of it alone. We were never meant to.”
- “We cannot selectively numb emotions; when we numb the painful emotions, we also numb the positive emotions.”



Psychological & Social Capital in TIP



Metacognitive Awareness



(Metacognition, n.d.)

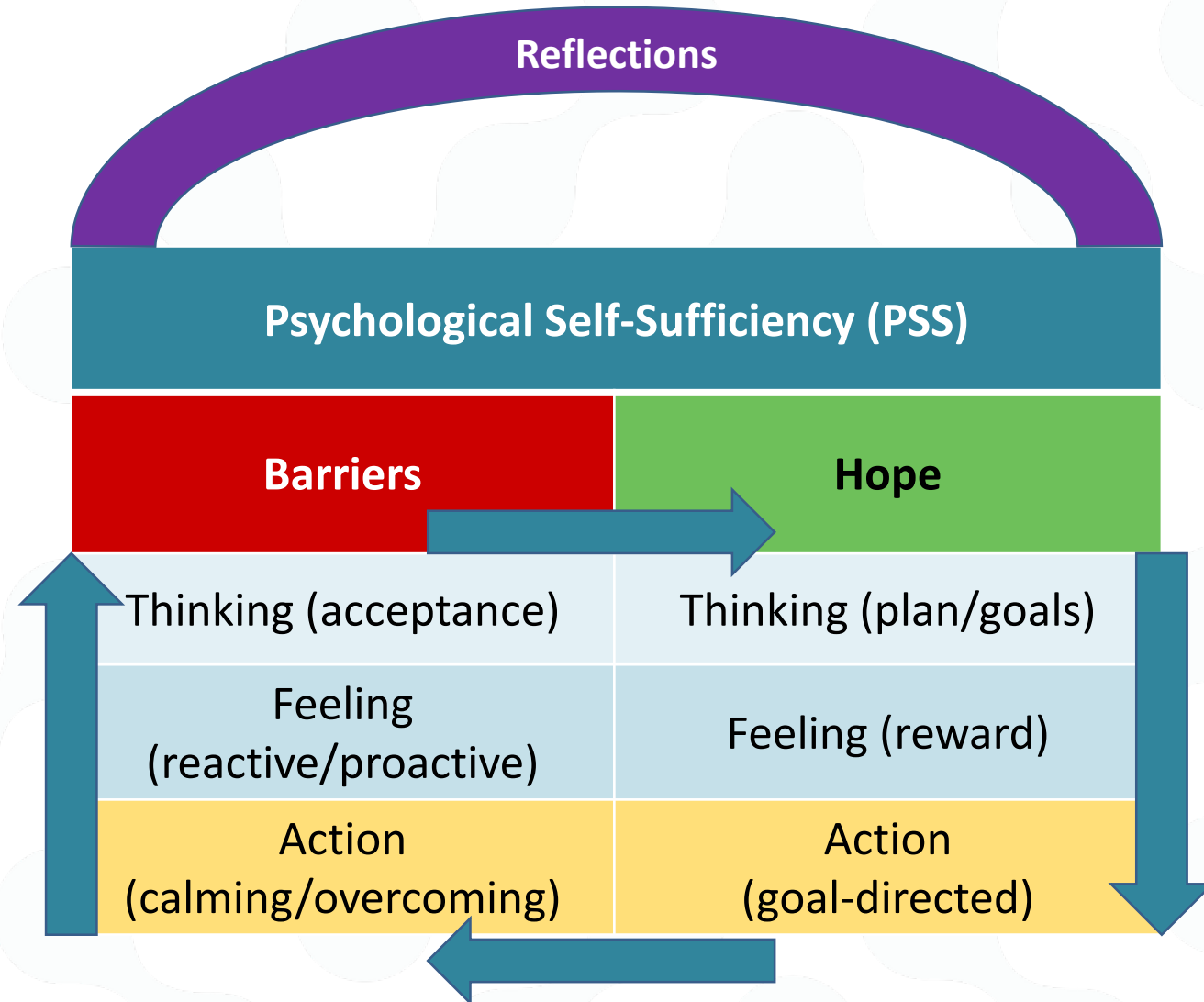
Metacognition is thinking about one's own thinking. Self-awareness is the foundation.

Three key processes involved in learning:

1. Self-understanding and mental processing: Understanding our unique profiles of B (challenges) and H (strengths) → Mirror to watch yourself
2. Reflection: Thinking about what we know → Trusting yourself
3. Self-regulation: Regulating and monitoring the learning process and selecting learning strategies → Recognizing and accepting the imperfection and self-correcting in future steps



Integrating Non-Cognitive & Cognitive Skills



Sexual Risk Avoidance Education (SRAE)

A-F	SRAE statutory purpose is to educate youth on how to avoid non-marital sexual activity and other risky behaviors by addressing the following:
A	The holistic individual and societal benefits associated with personal responsibility, self-regulation, goal setting, healthy decision-making, and a focus on the future.
B	The advantage of refraining from non-marital sexual activity in order to improve the future prospects and physical and emotional health of youth.
C	The increased likelihood of avoiding poverty when youth attain self-sufficiency and emotional maturity before engaging in sexual activity.
D	The foundational components of healthy relationships and their impact on the formation of healthy marriages and safe and stable families.
E	How other youth risk behaviors, such as drug and alcohol usage, increase the risk for teen sex.
F	How to resist and avoid, and receive help regarding, sexual coercion and dating violence, recognizing that even with consent teen sex remains a youth risk behavior.



Sexual Risk Avoidance Education (SRAE)

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E	How other youth risk behaviors, such as drug and alcohol usage, increase the risk for teen sex.	<ul style="list-style-type: none"> Youth risk behaviors (drug) 	<ul style="list-style-type: none"> From risk avoidance to daily TIPPING practice by utilizing TIP's psychological and social capital Humanship and transformation Altering reward pathways
		<ul style="list-style-type: none"> Youth risk behaviors (alcohol) 	
F	How to resist and avoid, and receive help regarding, sexual coercion and dating violence, recognizing that even with consent teen sex remains a youth risk behavior.	<ul style="list-style-type: none"> Sexual coercion 	<ul style="list-style-type: none"> Anticipated risk (B) and plan of actions (H) can be self-prescribed using the If-Then Statement Resetting goal commitment by revisiting the purpose and meaning of being an active participant in SRA
		<ul style="list-style-type: none"> Dating violence 	

Sexual Risk Avoidance (SRAE) Goal

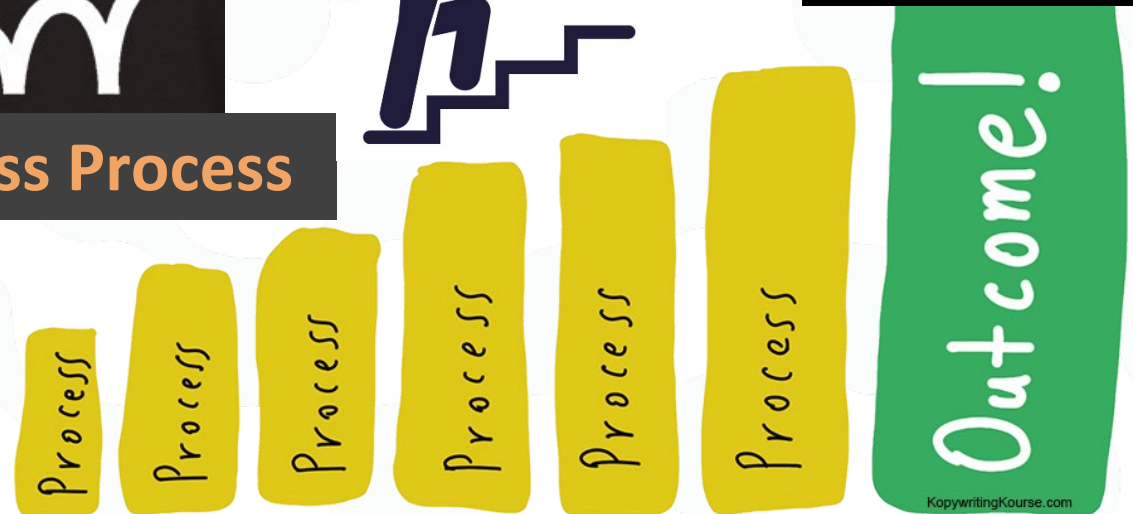


Success Process



Outcome

Success Goal



Can SRA be a TIP Goal for Our Youth?

- True → Targeted
- Intrinsic → Intentional
- Purposeful → Practical

Anchoring on the existential meaning of goals, participants start the transformative journey to overcome their barriers within and challenge the external barriers by way of building and sustaining hope for their future.



Crisis = Danger + Opportunity

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.com

The Chinese use two brush strokes
to write the word 'crisis.' One brush
stroke stands for danger;
the other for opportunity.

In a crisis, be aware of the danger
but recognize the opportunity.

– John F. Kennedy



危

Danger

機

Opportunity



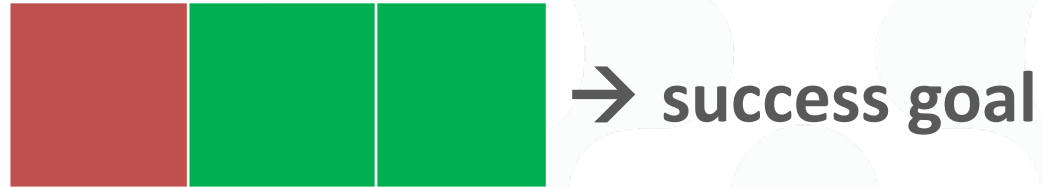
Final Reflections



→ broken → no goal pursuit



Final Reflections



If

I run into a BARRIER [fill in] that makes me believe it is **IMPOSSIBLE** to achieve what I want,

then

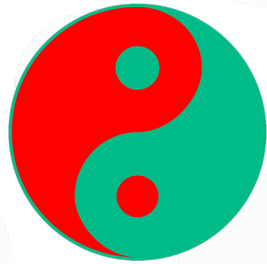
I will take the following HOPE ACTIONS [fill in] and [fill in] to make it **POSSIBLE** to achieve what I want.

Please sign below as a contract with yourself to commit to the HOPE ACTION.

Name Date



Final Reflections



→ success goal



Final Reflections



→ success goal



Final Reflections



→ success goal



Final Reflections



→ success goal

Kintsugi is the Japanese expression for the “art of precious scars.” Broken pieces of humble clay are made stronger by mending the shards together with pure gold paint. The **breakage** isn’t hidden away, but rather **highlighted**, and made part of the vessel’s future.

*THE RESULT IS SOMETHING
MORE **RESILIENT** AND **BEAUTIFUL***



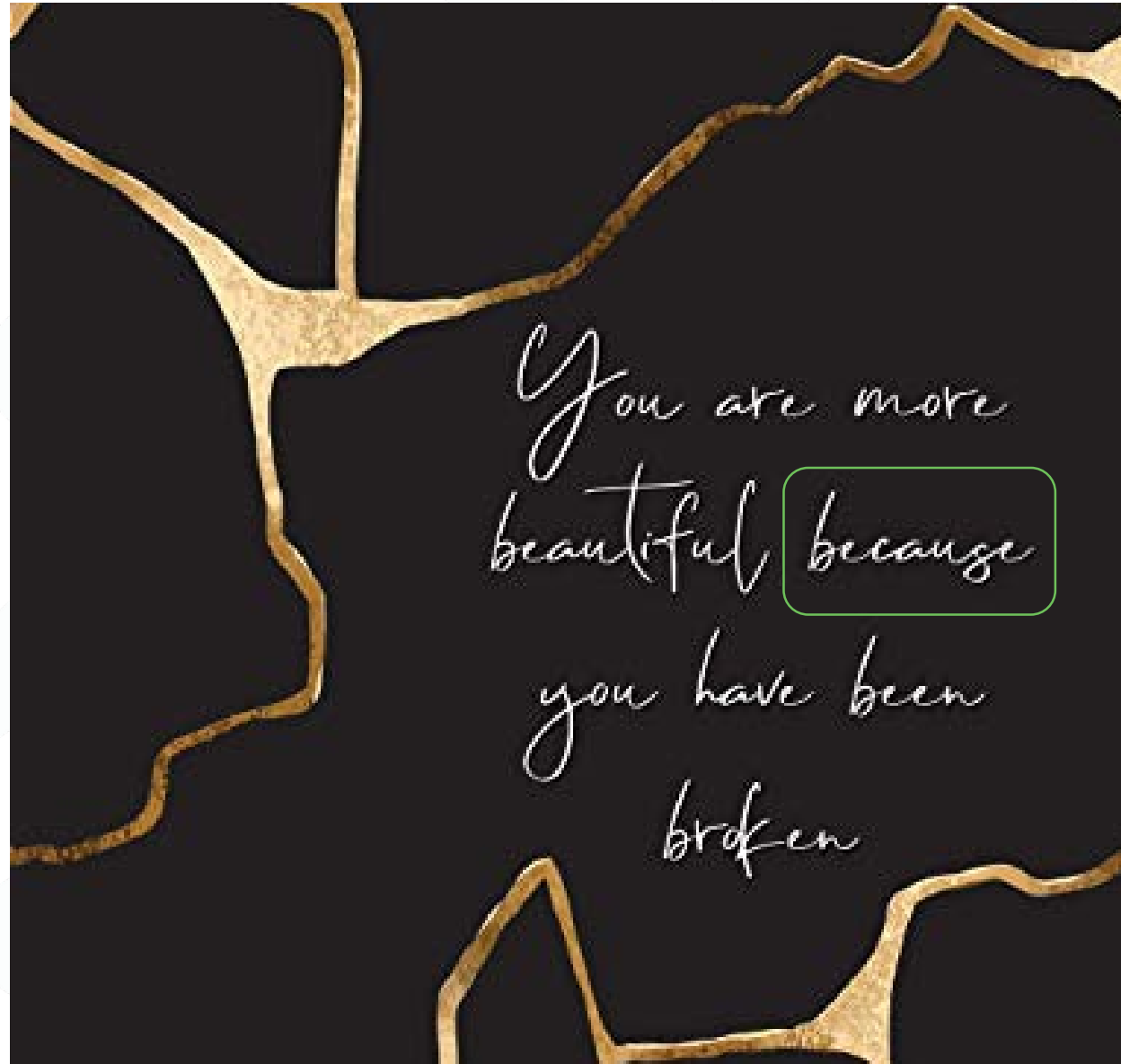
Final Reflections



→ success goal



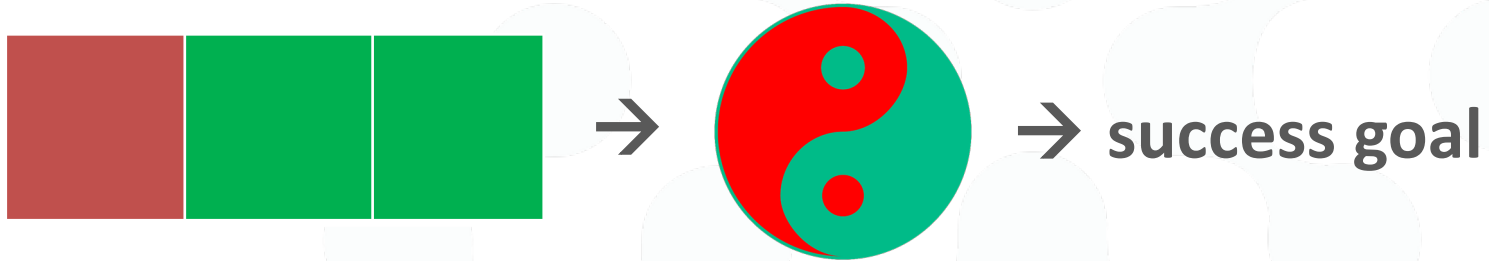
Final Reflections



Final Reflections



Final Reflections



Because I run into a BARRIER [fill in] that makes me believe it is **IMPOSSIBLE** to achieve what I want,

I will take the following HOPE ACTIONS [fill in] and [fill in] to make it **POSSIBLE** to achieve what I want.

Please sign below as a contract with yourself to commit to the **HOPE ACTION**.

Name Date



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QUESTIONS?



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THANK YOU!
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SRAETTA

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