WHAT DO WE MEAN BY "SURVIVAL SKILLS"?
What you can start doing today to become more skillful and resilient
Size up the situation (surroundings, equipment)

(Adapted from the Official U.S. Army Survival Handbook)
Use all your senses (undue haste makes waste)
Remember where you are
Vanquish fear and panic
Improvise
Value living
Ask the locals
Live by your wits but, for now, learn basic skills.
• Recognize that graduate school is challenging – and that challenge is a good thing

• Hear from other students who have developed resilience and insight during their graduate school experiences

• Identify next steps (e.g., strategies, resources)
WHY EMBRACE THE CHALLENGE?

Good News!

Your brain continues to develop throughout adulthood

Things that require effort spur growth and learning!

https://frontiersmeetings.com/conferences/neurology/Neurorehabilitation-Neuroplasticity
HOW TO EMBRACE THE CHALLENGE
CULTIVATE A MINDSET THAT MAXIMIZES LEARNING

<table>
<thead>
<tr>
<th>FIXED MINDSET</th>
<th>GROWTH MINDSET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SKILLS</strong></td>
<td><strong>CHALLENGES</strong></td>
</tr>
<tr>
<td>• SOMETHING YOU’RE BORN WITH</td>
<td>• SHOULD BE EMBRACED</td>
</tr>
<tr>
<td>• FIXED</td>
<td>• AN OPPORTUNITY TO GROW.</td>
</tr>
<tr>
<td>• SOMETHING TO AVOID</td>
<td>• MORE PERSISTANT</td>
</tr>
<tr>
<td>• COULD REVEAL LACK OF SKILL</td>
<td></td>
</tr>
<tr>
<td>• TEND TO GIVE UP EASILY</td>
<td></td>
</tr>
<tr>
<td><strong>EFFORT</strong></td>
<td><strong>FEEDBACK</strong></td>
</tr>
<tr>
<td>• UNNECESSARY</td>
<td>• USEFUL</td>
</tr>
<tr>
<td>• SOMETHING YOU DO WHEN YOU ARE NOT GOOD ENOUGH</td>
<td>• SOMETHING TO LEARN FROM</td>
</tr>
<tr>
<td></td>
<td>• IDENTIFY AREAS TO IMPROVE</td>
</tr>
<tr>
<td><strong>FEEDBACK</strong></td>
<td><strong>SETBACKS</strong></td>
</tr>
<tr>
<td>• GET DEFENSIVE</td>
<td>• USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME.</td>
</tr>
<tr>
<td>• TAKE IT PERSONAL</td>
<td></td>
</tr>
<tr>
<td><strong>SETBACKS</strong></td>
<td></td>
</tr>
<tr>
<td>• BLAME OTHERS</td>
<td></td>
</tr>
<tr>
<td>• GET DISCOURAGED</td>
<td></td>
</tr>
</tbody>
</table>

(Dweck 2006, 2012)

https://rioschools.org/fixed-mindset-vs-growth-mindset/
• Choose your focus routinely
  ○ Weekly big 3
  ○ Daily top 3
  ○ (1 must)

• Break into bite-size pieces

• Estimate, track, and reflect on time use

DREAM BIG - FOCUS SMALL

https://www.intelligentchange.com/pages/productivity-planner-pdf
https://fullfocusplanner.com/
GET STARTED: 3, 2, 1 GO!

- When we think of something we DON’T want to do, we activate areas of our brain associated with threats & pain.

- We usually try to stop that negative stimulation by switching to another activity.

- BUT shortly after we start working on something, the neurodiscomfort disappears!

(Oakley, 2014)
POWER UP YOUR LEARNING

- Remember
  - Recognizing and recalling facts

- Understand
  - Understanding what the facts mean

- Apply
  - Applying the facts, rules, concepts, and ideas

- Analyze
  - Breaking down information into component parts

- Evaluate
  - Judging the value of information or ideas

- Create
  - Combining parts to make a new whole

© tips.uark.edu
A sampling of most common themes reflected in the open-ended responses of 371 Ohio State graduate students...
“What surprised you most about graduate school?”

**Shared concerns among graduate students**

“I was surprised to find that nearly every issue or problem or uncertainty I've faced in grad school is shared by numerous other students in my department; it can be very helpful to know that you are not alone and that others near you can empathize with your struggles!”
“What surprised you most about graduate school?”

Autonomy

“I was most surprised by how self-directed it is. You have a lot of freedom to do what you want/need. This can both be a unique blessing or a curse.”
“If you could give one piece of advice, what would it be?”

Seek help/ask

“School is about learning, not proving you already know it all. This goes doubly for administrative, programmatic, and day to day utilitarian issues.”
“If you could give one piece of advice, what would it be?”

Support rather than compete

“Don't try to compete with other people; work towards genuinely supporting each other without comparison.”
“If you could give one piece of advice, what would it be?”

Be proactive in your advising relationship

“Pursue your advisor and (respectfully) make them teach you. Let them know you need them. Don't wait for them to come to you.”
I'm happy to answer any questions you have about this content!

We'll then take a quick break. There will be student panels for more Q&A beginning at 2 pm -- first with prepared questions, and then with time for your additional questions
- A student panel will take place right here!
- OR go to a separate Zoom link (link is in your email) for the lab-based sciences panel only

You'll receive a resources handout and other info via email