

Bibliography & Recommended Reading

RETENTION

Adelman, C. (2000). Principal indicators of student academic histories in post-secondary education, 1972-2000. Washington, DC: US Department of Education, National Center for Education Statistics.

Barclay, T. H., Barclay, R. D., Mims, A., Sargent, Z., & Robertson, K. (2018). Academic retention: Predictors of college success. *Education*, 139(2), 59-70.

Belch, H., Gebel, M., & Maas, G.M. (2001). Relationship between student recreation complex use, academic performance and persistence of first-time freshman. *NASPA Journal*, 38(2): 254-268.

Berger, J.B. (2000). Optimizing capital, social reproduction, and undergraduate persistence: A sociological perspective. In J.M. Braxton (Ed.), *Reworking the Student Departure Puzzle*. Nashville, TN: Vanderbilt University Press. 95-126.

Berger, J.B. (2001-2002). Understanding the organizational nature of student persistence: Empirically-based recommendations for practice. *Journal of College Student Retention: Research, Theory and Practice*, 3(1), 3-21.

Borden, V.M.H. (2004). Accommodation student swirl: When traditional students are no longer the tradition. *Change*, 36(2), 10-17.

Braskamp, L. (2005). Fostering holistic student development: Perspectives of chief academic officers. *The Journal of College and Character*, 2.

Braunstein, A., McGrath, M., & Percatrice, D. (2000-2001). Measuring the impact of financial factors on college persistence. *Journal of College Student Retention: Research, Theory and Practice*, 2(3), 191-203.

Braxton, J.M., Hirschy, A.S., & McLendon, S.A. (2003). Understanding and reducing college student departure: *ASHE-ERIC Higher Education Report*, 30 Jossey-Bass.

Braxton, J.M. & McClendon, S.A. (2001-2002). The fostering of social integration and retention through institutional practice. *Journal of College Student Retention: Research, Theory, and Practice*, 3(1), 57-71.

Braxton, J.M. & Mundy, M.E. (2001-2002). Powerful institutional levers to reduce college student departure. *Journal of College Student Retention: Research, Theory and Practice*, 3(1), 91-118.

Caison, A. (2004-2005). Determinants of systematic retention: Implications for improving retention practice in higher education. *Journal of College Student Retention: Research, Theory and Practice*, 6(4), 425-441.

Cambiano, R.L., Denny, G.S., & De Vore, J.B. (2000). College student retention at a midwestern university: A six-year study. *Journal of College Admission*, 166, 22-29.

Carey, K. (2004). A matter of degrees: Improving graduation rates in four-year colleges and universities. Washington, DC: The Education Trust.

Choy, S. (2001). *Students whose parents did not go to college: Postsecondary access, persistence, and attainment*. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Choy, S.P. (2002). Access & persistence: Findings from 10 years of longitudinal research on students. Washington, DC: American Council on Education.

Cuseo, J. (2003). Academic advisement and student retention: Empirical connections and systemic interventions. Retrieved June 21, 2006 from <http://www.brevard.edu/fyc/listserv/remarks/cuseoretention.pdf>.

Davig, W.B. & Spain, J.W. (2003-2004). Impact on freshman retention of orientation course content: Proposed persistence model. *Journal of College Student Retention: Research, Theory, and Practice*, 5(3), 305-323.

Dean, J., & Eaton, S.B. (2001-2003). The psychology underlying successful retention practices. *Journal of College Student Retention: Research, Theory and Practice*, 3(1), 73-89.

Duggan, M. (2001). *Factors influencing the first-to-second-year persistence of first-generation college students*. Paper presented at the annual meeting of the Northeast Association for Institutional Research, Cambridge, MA.

Duggan, M. (2002). The effects of social capital on the first-to-second-year persistence of first-generation college students. *Dissertation Abstracts International*, 63(3), 188. (UMI No. AAT 3045365).

Duggan, M. (2004). Being from home where English was not the primary language as social capital and its impact on first-year persistence of 4-year college students: Preliminary findings. Boston, MA: Association for Institutional Research.

Dynarski, M., & Gleason, P. (2002). How can we help? What have we learned from Federal drop-out prevention programs. *Journal of Education for Students Placed At-Risk*, 7(1), 43-69.

Elkins, S.A., Braxton, J.M. & James, G.W. (2000). Tinto's separation stage and its influence on first-semester college student persistence. *Research in Higher Education*, 41(2), 251-268.

Graunke, S. (2005). An exploration of the factors that affect the academic success of college sophomores. *College Student Journal*, 39(2), 367.

Habley, W.R. & McClanahan, R. (2004). *What works in student retention: All survey colleges*. ACT, Inc.

- Hanover Research. (2011). *Predicting college student retention*. <https://www.hanoverresearch.com>
- Harrell, P.E. & Foney, W.S. (2003). Ready or not, here we come: Retaining Hispanic and first-generation students in post-secondary education. *Community College Journal of Research and Practice*, 27(2), 146-156.
- Herzog, S. (2005). Measuring determinants of student return vs. dropout/stopout vs. transfer: A first-to-second-year analysis of new freshman. *Research in Higher Education*, 46(8), 883-928.
- Humphrey, E. (2005). Project success: Helping probationary students achieve academic success. *Journal of College Student Retention: Research, Theory and Practice*, 7(3-4), 147-163.
- Ishitani, T.T. & DesJardins, S.L. (2002). A longitudinal investigation of dropout from college in the United States. *Journal of College Student Retention: Research, Theory and Retention*, 4(2), 173-201.
- Ishitani, T.T. (2003). A longitudinal approach to assessing attrition behavior among first-generation student: Time-varying effects of pre-college characteristics. *Research in Higher Education*, 44(4), 433-449.
- Ishitani, T.T. & Snider, K.G. (2004). *Longitudinal effects of college preparation programs on college retention*. A paper presented at the 44th Annual Forum of the Association for Institutional Research, May 31, 2004, Boston, MA.
- Kadar, R.S. (2001). A counseling liaison model of academic advising. *Journal of College Counseling: Research, Theory and Practice*, 4(2), 174-179.
- Keels, C. (2004). Keeping students afloat: Noel-Levitz awards recognize retention programs that generate results. *Black Issues in Higher Education*, 21(18), 32.
- Kim, D.H. & Schneider, B. (2005). Social capital in action: Alignment of parental support in adolescents' transition to postsecondary education. *Social Forces*, 84(2), 1181-1206.
- Lau, L.K. (2003). Institutional factors affecting student retention. *Education*, 124(1), 126- 136.
- Lehr, C.A. (2004). Increasing school completion: Learning from research-based practices that work. Research to Practice Brief: Improving Secondary Education and Transition Services through Research. *National Center on Secondary Education and Transition, University of Minnesota*, 3(3).
- Lehr, C.A., Johnson, D.R., Bremer, C.D., Cosio, A., & Thompson, M. (2004). Increasing rates of school completion: Moving from policy and research to practice. A Manual for Policymakers, Administrators and Educators. *National Center on Secondary Education and Transition, University of Minnesota*.
- Leppel, K. (2002). Similarities and differences in the college persistence of men and women. *Review of Higher Education*, 25(4), 433-450.
- Lohfink, M.M. & Paulsen, M.B. (2005). Comparing the determinants of persistence for first-generation and continuing-generation students. *Journal of College Student Development*, 46(4), 409-428.

Lotkowski, V.A., Robbins, S.A., & Noeth, R.J. (2004). The role of academic and non-academic factors in improving college retention, *ACT Policy Report*. Iowa City, Iowa: ACT, Inc.

Mangold, W.D., Bean, L.G., Adams, W.A., Schwab, W.A., & Lynch, S.M. (2002). Who goes, who stays: An assessment of the effect of a freshman mentoring and unit registration program on college persistence. *Journal of College Student Retention: Research, Theory and Practice*, 4(2), 95-122.

Mohr, J.J., Eiche, K.D., & Sedlacek, W.E. (1998). So close, yet so far: Predictors of attrition in college seniors. *Journal of College Student Development*, 9(4), 343-354.

Nora, A. (2001-2002). The depiction of a significant other in Tinto's "rites of passage": A reconceptualization of the influence of family and community in the persistence process. *The Journal of College Student Retention: Research, Theory and Practice*, 3(1), 41-56.

Pascarella, E.T., Pierson, C.T., Wolniak, G.C., & Terenzini, P.T. (2004). First-generation college students: Additional evidence on college experiences and outcomes. *The Journal of Higher Education*, 75(3), 249-284.

Perna, L.W. & Titus, M. (2000). *The role of social capital in understanding racial/ ethnic group differences in the realization of education plans*. Paper presented at the annual conference of the Association for the Study of Higher Education.

Pike, G.R., Kuh, G.D. & Gonyea, R.M. (2003). The relationship between institutional mission and student involvement and educational outcomes. *Research in Higher Education*, 44(2), 241-261.

Polinsky, T.L. (2002-2003). Understanding student retention through a look at students' goals, intentions, and behavior. *Journal of College Student Retention: Research, Theory and Practice*, 4(4), 361-376.

Salinitri, G. (2005). The effects of formal mentoring on the retention rates for first-year, low-achieving students. *Canadian Journal of Education*, 28(4), 853-873.

Seidman, A. (Ed.) (2005). *College Student Retention: Formula for Student Success*. Westport, CT: ACE/Praeger.

Seidman, A. (2012). *College student retention: Formula for success* (2nd ed.). Lanham, MD: The Rowman & Littlefield Publishing Group.

Somers, P., Woodhouse, S. & Cofer, J. (2004). Pushing the boulder uphill: Persistence of first-generation college students. *NASPA Journal*, 41(3), 418-435.

Strauss, L.C. & Volkwein, J.F. (2004). Predictors of student commitment at two-year and four-year institutions. *The Journal of Higher Education*, 75(2), 203-227.

Thayer, P.B. (2000). Retention of student from first-generation and low-income backgrounds. *Opportunity Outlook*, (May), 2-8.

Thomas, S.L. (2000). Ties that bind: A social network approach to understanding student integration and persistence. *The Journal of Higher Education*, 71(5), 591-615.

Tinto, V. (1975). Dropouts from higher education: A theoretical synthesis of recent literature. *A Review of Educational Research*, 45, 89-125.

- Tinto, V. (2000). Linking learning and leaving: Exploring the role of the college classroom in student departure. In J.M. Braxton, ed., *Reworking the Student Departure Puzzle* (pp. 81-94). Nashville, TN: Vanderbilt University Press.
- Tinto, V. (2006). Research and practice of student retention: What next?. *Journal of college student retention: Research, Theory & Practice*, 8(1), 1-19.
- Tym, C., McMillion, R., Barone, S. & Webster, J. (2004). *First-generation college students: A literature review*. Texas Guaranteed Student Loan Corporation: Research and Analytical Services.
- Walters, E. (2004) Enhancing student learning and retention through the merger of the academic and student affairs unit: The Olivet Plan. *Journal of College Student Retention: Research, Theory and Practice*, 5(1), 23-36.
- Warburton, E.C., Burgarin, R. & Nunez, A. (2001). *Bridging the gap: Academic preparation and post-secondary success of first-generation students*. Washington, DC: National Center for Educational Statistics.
- White, J. (2004). Sociolinguistic challenges to minority collegiate success: Entering the discourse community of the college. *Journal of College Student Retention: Research, Theory and Practice*, 6(4), 369.
- Worrell, F.C. & Hale, R.L. (2001). The relationship of hope in the future and perceived school climate to school completion. *School Psychology Quarterly*, 16(4), 357-369.
- Zepke, N. & Leach, L. (2005) Integration and adaptation: Approaches to the student retention and achievement puzzle. *Active Learning in Higher Education*, 6(1), 46-59.

RESILIENCY

- Ambler, M. (2003). Putting a name to cultural resilience. *Tribal College Journal*, 14, 8-9.
- Banyard, V.L. & Cantor, E.N. (2004) Adjustment to college among trauma survivors: An exploratory study of resilience. *Journal of College Student Development*, 45(2), 207- 221.
- Beasley, M., Thompson, T. & Davidson, J. (2003). Resilience in response to life stress: The effects of coping style and cognitive hardiness. *Personality and Individual Differences*, 34, 77-95.
- Carlson, D.J. (2001). Development and validation of a college resilience questionnaire. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 62(6-A) 2025.
- Catterall, J.S. (1998). Risk to resilience in student transitions to high school. *American Journal of Education*, 106 (2), 302-333.
- Duran, D. (2000). A retrospective study of academic resilience in successful Latino students from a rural California community. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 61(1-A) 96.

Fassig, E.I. (2004). Attachment and resilience as predictors of adjustment to college in college freshman. *Dissertation Abstracts International: Section B: The Sciences of Engineering*, 64(7-B) 3520.

HeavyRunner, I. & Marshall, K. (2003). Miracle survivors: Promoting resilience in Indian students. *Tribal College Journal*, 14(4), 14-18.

Hines, A.M, Merdinger, J. & Wyatt, P. (2005). Former foster youth attending college: Resilience and the transition to young adulthood. *American Journal of Orthopsychiatry*, 75(3), 381-394.

Kafka-Tisdall, J.L. (2001). The relationship between hardiness, college adjustment, and academic performance. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 62(6-B) 2958.

Keyes, C.L. & Haidt, J. (Eds). (2003). *Flourishing: Positive psychology and the life well-lived*. Washington, DC: American Psychological Association.

Komada, N.M. (2002). First generation college students and resiliency. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 63(6-A), 2158.

Levine, S. & Wood Ion, H. (2002). *Against terrible odds: Lessons in resilience from our children*. Colorado: Bull Publishing.

Lewis, M.K. (2004). Differences in emotional intelligence and related constructs among academically resilient and academically non-resilient African-American under graduate students. *Dissertation Abstracts International: Section B: The Sciences of Engineering*, 65(8-b) 4111.

Lozado-Santone, P. (2001). Resiliency and the role of protective factors among Latino university students. *Unpublished doctoral dissertation*, San Diego State University, San Diego.

May, K.M., Sowa, C.J. & Niles, S.G. (1993). Family environments as predictors of personality hardiness and self-efficacy. *Family Journal: Counseling and Therapy for Couples and Families*, 1(2) 131-135.

Miller, M. (2002). Resilience elements in students with learning disabilities. *Journal of Clinical Psychology*, 58(3), 291-298.

Mirzadeh, S.A. (2000). The role of hardiness and perceptions of social support in the early college adjustment of international students. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 62(2-B) 1091.

Montgomery, D. (2000). American Indian college students: An exploration into resiliency factors revealed through personal stories. *Cultural Diversity and Ethnic Minority Psychology*, 6(4) 387-398.

Reivich, K. & Shatte, A. (2002). *The Resilience Factor: Seven Essential Skills for Overcoming Life's Inevitable Obstacles*. New York: Broadway Books.

Richardson, G.E. (2002). The meta-theory of resiliency. *Journal of Clinical Psychology*, 58(3), 307-321.

Ring, M.M. (2002). Academic resilience in American Samoan community college students: An ethnographic study. *Dissertation Abstracts International: Section A: Humanities and Social Sciences*, 62(10-A) 3295.

Rogers, S., Muir, K. & Evenson, C.R. (2003). Signs of resilience: Assets that support deaf adults, success in bridging the deaf and hearing worlds. *American Annals of the Deaf*, 148(3) 222-232.

Sanchez, J.J. (1999). An examination of the effects of hardiness, stress-appraisal and coping on college student health. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 60(6-B) 2959.

Seligman, M. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize your Potential for Lasting Fulfillment*. New York: Simon and Schuster.

Seligman, M. & Csikzentmihalyi, M. (2000). Positive psychology. *American Psychologist*, 55, 5-14.

Shields, N. (2001). Stress, active coping and academic performance among persisting and non-persisting college students. *Journal of Applied Behavioral Research*, 6(2), 65-81.

Tuckman, B.W. (2003). The effect of learning and motivation strategies training on college students' achievement. *Journal of College Student Development*, 4(3), 430-437.

Wayman, J.C. (2002). The utility of educational resilience for studying degree attainment in school drop-outs. *The Journal of Educational Research*, 95(3), 167-178.

Yosso. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education*, 8(1), 69–91.

PERSISTENCE

Allen, D. (1999). Desire to finish college: An empirical link between motivation and persistence. *Research in Higher Education*, 40(4), 461-485.

Canfield, J., Hansen, M.V., Kirberger, K. & Clark, D. (1998). *Chicken Soup for the College Soul: Inspiring and Humorous Stories about College*. Florida: Health Communications, Inc.

Gerstein, J. (2002). *Metaphors for Living: Stories and Related Experiential Exercises for Individual, Group and Family Growth*. Oklahoma: Wood 'N' Barnes Publishing.

Hughes, G. (2004). *101 Positive Memory Activities*. New York: Wellness Reproductions & Publishing.

King, Y. & Tate, E. (2004). *Open My Eyes, Open My Soul: Celebrating Our Common Humanity*. New York: McGraw Hill.

MacDonald, K. dir. Touching the Void. Perf. Richard Hawking and Joe Simpson. 2003. DVD. IFC Films, Film Four and The UK Film Council, 2006.

Muccino, G. dir. The Pursuit of Happyness. Perf. Will Smith and Jaden Smith. 2006. DVD. Columbia Pictures, 2007.

Mylan, M. & Shenk, J. dirs. *Lost Boys of Sudan*. Perf. Santino Majok Chuor and Peter Kondut. 2003. DVD. Actual Films and Principe Productions, 2007.

TIME MANAGEMENT/PROCRASTINATION

Knaus, W. (1998). *Do It Now: Break the Procrastination Habit*. New York: John Wiley & Sons, Inc.

Misra, R. & McKean, M. (2000). College students, academic stress and its relation to their anxiety, time management and leisure satisfaction. *American Journal of Health Studies*, 16(1), 41-52.

SOCIAL SUPPORT/GRATITUDE

Emmons, R.A. & McCullough, M.E. (Eds.). (2004). *The Psychology of Gratitude*. Oxford: Oxford University Press.

STRESS MANAGEMENT

Cramer, K. (1990). *Staying on Top When Your World Turns Upside Down: How to Triumph Over Trauma and Adversity*. New York: Penguin Books.

Epstein, M. (1998). *Going to Pieces Without Falling Apart: A Buddhist Perspective on Wholeness*. New York: Broadway Books.

Hallowell, E.M. (2006). *Crazy Busy: Overstretched, Overbooked, and About to Snap*. New York: Ballantine Books.

Loehr, J.E. & Migdow, J.A. (1999). *Breathe In, Breathe Out: Inhale Energy and Exhale Stress by Guiding and Controlling Your Breathing*. Virginia: Time Life Books.

Pengilly, J.W. & Dowd, E.T. (2000). Hardiness and social support as moderators of stress. *Journal of Clinical Psychology*, 56(6) 813-820.

Sapolsky, R.M. (1998). *Why Zebras Don't Get Ulcers: An Updated Guide to Stress, Stress-Related Diseases and Coping*. New York: W.H. Freeman and Company.

Tubesing, D.A. (1999). *Kicking Your Stress Habits: A Do-It-Yourself Guide for Coping with Stress*. Minnesota: Whole Persons Associates, Inc.

SELF-UNDERSTANDING

Bradberry, T. (2007). *The Personality Code*. New York: Penguin Group.

Gershon, D. & Straub, G. (1989). *Empowerment: The Art of Creating Your Life as You Want It*. New York: Delta.

Keirse, D. (1989). *Please Understand Me II: Temperament, Character and Intelligence*. California: Prometheus Nemesis Book.

McCabe, R.E., Blankenstein, K.R. & Mills, J.S. (1999). Interpersonal sensitivity and social problem solving: Relationship between academic and social self-esteem, depressive symptoms and academic performance. *Cognitive Therapy and Research*, 23, 587-604.

Miller, W.R., C'de Baca, J., Matthews, D.B., & Wilbourne, P.L. (2001). Personal Values Card Sort. University of New Mexico. Retrieved May 4, 2008 from <http://casaa.unm.edu/inst/Personal%20Values%20Card%20Sort.pdf>.

Tieger, P.D. & Barron-Tieger, B. (1992). *Do What You Are*. Boston: Little, Brown, and Company.

Tross, S.A., Harper, J.P., Osher, L.W. & Kneidinger, L.M. (2000). Not just the usual characteristics: Using personality to predict college performance and retention. *Journal of College Student Development*, 41(3), 323-334.

STUDY SKILLS

Gilles, D., & Settle, W. (2003). Counseling Center Village Workshop Central and Virtual Pamphlets. Retrieved May 8, 2008 from <http://www.ccvillage.buffalo.edu/>.

FEELING GOOD/EMOTIONAL REGULATION

Beck, J.S. (1995). *Cognitive Therapy: Basics and Beyond*. The Guilford Press.

Bradberry, T. & Greaves, J. (2003). *The Emotional Intelligence Quick Book: Everything You Need to Know*. San Diego: TalentSmart.

Engelberg, E. & Sjoberg, L. (2003). Emotional intelligence, affect intensity and social adjustment. *Personality and Individual Differences*, 37(3), 533-542.

Goleman, D. (1994). *Emotional Intelligence*. New York: Bantam Books. Goleman, D. (2006). *Social Intelligence*. New York: Bantam Books. Greenberger, D., & Padesky, C. (1995). *Mind over Mood*. The Guilford Press.

Linehan, M. (1993). *Skills Training Manual for Treating Borderline Personality Disorder*. New York: The Guilford Press.

Martinez-Pons, M. (2000). Emotional intelligence as a self-regulatory process: A social cognitive view. *Imagination, Cognition and Personality*, 19(4), 331-348.

Mayer, J.D. & Salovey, P. (1995). Emotional intelligence and the construction and regulation of feelings. *Applied and Preventative Psychology*, 4, 197-208.

McKay, G. & Dinkmeyer, D. (2002). *How You Feel Is Up to You: The Power of Emotional Choice*. California: Impact Publishers.

Nelson, D.B. & Nelson, K.W. (2003). *Emotional intelligence skills: Significant factors in freshman achievement and retention*. Presented at the American Counseling Association Conference, Anaheim, CA, March 21, 2003. (ERIC Document Reproduction Service, No. ED 476121).

Parker, J.D., Summerfeldt, L.J., Hogan, M.J. & Majeski, S.A. (2004). Emotional intelligence and academic success: Examining the transition from high school to university. *Personality and Individual Differences*, 36, 163-172.

Van der Zee, K., Thijs, M. & Schakel, L. (2002). The relationship of emotional intelligence with academics and the Big Five. *European Journal of Personality*, 16(2), 103-125.

MEANING

Brown, J. H. (1991). *Life's Little Instruction Book: 511 Suggestions, Observations and Reminders on How to Live a Happy and Rewarding Life*. Rutledge Hill Press.

Garder, J. (1990). "Personal Renewal." Public Broadcasting System: Education and Excellence.

Firestone, R.W., Firestone, L.A. & Catlett, J. (2003). *Creating a Life of Meaning and Compassion: The Wisdom of Psychotherapy*. Washington, DC: American Psychological Association.

Frankl, V.E. (2006). *Man's Search for Meaning*. Beacon Press. Keith, K.M. (2003). *Do it Anyway*. Hawaii: Inner Ocean.

Peterson, C. & Seligman, M.E. (2004). *Character Strengths and Virtues*. Oxford: Oxford University Press.

Remen, R.N. (1996). *Kitchen Table Wisdom: Stories that Heal*. California: Berkeley Publishing Group.

GENERAL REFERENCES

Corey, G., Corey, C. & Corey, H.J. *Living and Learning, Instructor's Edition*. California: Wadsworth Publishing Company.

Halonen, J.S. & Santrock, J.W. (2003). *Your Guide to College Success: Custom Edition for San Diego State University*. California: Wadsworth Publishing Company.

Pace, R.C. & Kuh, G.D. (1998). *College Student Experiences Questionnaire*, 4th edition. Indiana University.

Tuckman, B.W., Abry, D.A., & Smith, D.R. (2002). *Learning and Motivation Strategies: Your Guide to Success*. New Jersey: Prentice Hall.

© Copyright Material

All copyrighted material reprinted with permission from the respective copyright holder. All rights reserved. Material may not be reproduced, in whole or in part, in any form whatsoever.

Bounce Back Retention Program: Facilitator and Coach Manual, by Maria A. Hanger, Amy Schmitz-Sciborski, Marsha Weinberg, © 2007 San Diego State University, Division of Student Affairs, Counseling and Psychological Services.

“SQ3R: A Reading and Study System” from *Effective Study* (4th Edition), by Francis Pleasant Robinson, © 1970 HarperCollins Publishers.

“The Seven-Day Study Plan” by Bert Epstein from www.ccvillage.buffalo.edu, © Bert Epstein.

“Procrastination Survey http://www.rit.edu/~369www/college_programs/Ing_pwr/index.php3?l1=172=47l3=17location=141” from www.rit.edu, © Rochester Institute of Technology.

“Mind Over Matter: Changing Your Thoughts to Change Your Mood” from *Learned Optimism: How to Change Your Mind and Your Life*, by Martin E.P. Seligman, © 2006 Vintage Books, a division of Random House, Inc..

“The Sixteen Combinations” from *Please Understand Me II: Temperament, Character, Intelligence*, by David Kiersey, © 1998 Prometheus Nemesis Book Company.

“Positive Affect & Negative Affect Scale (PANAS)” from *Development and Validation of Brief Measures of Positive and Negative Affect: The PANAS Scales* (Appendix). *Journal of Personality and Social Psychology* (54:6), by David Watson, Lee Anna Clark, Auke Tellegan, © 1988 American Psychological Association (APA).

“Questions for Your Own Defense Attorney” from *Clinician’s Guide to Mind Over Mood*, by Christine A. Padesky, Dennis Greenberger, © 1995 Guilford Publications, Inc..

“Excerpts” from *Compassion and the Individual*, by Tenzin Gyatso; The Fourteenth Dalai Lama, © The Office of His Holiness the Dalai Lama.

“Excerpts” from *Instructions for Life*, by Dalai Lama, © The Office of His Holiness the Dalai Lama.

Every effort has been made to trace all the copyright holders. But if any have been inadvertently overlooked, the publisher will be pleased to make the necessary arrangements at the first opportunity.