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## Resilient Families Community Movement

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**Abstract:**

We created this video to illustrate how student researchers at Santa Clara University apply the science of resilience to buffer the impact of poverty and stress for families in the Greater Washington Neighborhood of San Jose, California. The initiative was led by May and Fayram and all 12 student researchers and our faculty mentor collaborated on this video. We began by brainstorming a general outline; the outline proposed a problem, provided a solution, explained the science behind the solution, and called others to action. We delegated sections of the outline to individual student researchers, and the two project facilitators synthesized the script components into a clear and concise narrative.

Through this video, we seek to share the basic idea of the science of resilience with a broader audience, including other students who participate in similar, community-based research. The science of resilience has a practical application in communities, and our research is a testament to the readiness and enthusiasm of beneficiary communities to sustainably implement the Resilient Families Program (RFP). After developing, implementing, and conducting RFP workshops ourselves, we witnessed mothers who originally participated in our workshops lead the RFP program with new mothers within a promotoras model. (A promotora is a Hispanic/Latino community member who receives training to provide basic education in the community; this is similar to a community health care worker.) In choosing to volunteer to serve as liaisons between their community, social/human service professionals, and community-based research groups, the promotoras demonstrate that RFP is beneficiary, well-received, and sustainable. RFP continues to grow and expand in San Jose, and elsewhere. In Spring 2016 a team of us traveled to Louisville, KY with our faculty mentor and trained a group of community leaders on RFP. It is important to emphasize that we have found that educating others about the science of resilience

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is uniquely beneficial to both the program participants and to us, as college students. This two-fold advantage is evident in one student's reflection: "While the intention of RFP is to strengthen communities and improve outcomes for families, it has just as significant an impact on the Santa Clara University students involved." Throughout the process, we have amplified our own internal voices, further developing leadership skills and spiritual and personal growth. Another student remarks that "spiritually, [she has] also grown. [She has] improved [her] mindfulness practice and continue[s] to find comfort in the message of RFP." We hope that this video inspires other students to serve their local communities and accompany program participants throughout the research process, so that they, too, can become more resilient themselves and achieve both personal and professional growth.

**Keywords:** resilience, family, community, resilient, families, intervention, student, research, promotoras, health, mindfulness, science, problem, solution, poverty, researchers, action, community-based, sustainable, sustainability, Hispanic, Latino, educating, program, voices, leadership, spiritual, personal, growth, practice

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The International Journal of Student Voice (IJSV) is a peer-reviewed, open access e-journal publishing on the ways in which students co-lead their schools and communities by collaborating with teachers, administrators, and community stakeholders to define problems and develop potential solutions and/or take the lead on making change in their schools and communities. We define students to include a wide range of young people, from early childhood to university studies. Taking as foundational the right of students to develop their voices and leadership capabilities and take an active role in analyzing and shaping their educational experiences, the journal publishes research related to pupil/learner voice, youth-adult partnerships, child rights, youth participatory action research, students as activists and change agents, and related fields. Likewise, we acknowledge the importance of adult educational stakeholders who share this belief and work to make the development of student voice, participation, and partnership a reality.

IJSV, established in 2015 by the Pennsylvania State University, welcomes pieces from researchers, practitioners, and students including traditional research-focused articles, practitioner reflections, and multi-media submissions. Peer review in this journal will include feedback from researchers, practitioners and students. All articles must have a user-friendly abstract that is understood by all audiences. Articles will be expected to end with a set of discussion questions to encourage online dialogue. Each submission will include a discussion forum to encourage conversation about the submissions.

For additional information, please go to the IJSV website: <https://ijsv.psu.edu>

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