

Social Connection

A central anchor involves the individual's connection to family, friends, and community. These connections include positive experiences with social support and attachment to others, positive attachment to the community, and a sense of social bonds.

- ❖ Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497–529.
- ❖ Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310–357.
- ❖ Holt-Lunstad, J. (2024). Social connection as a critical factor for mental and physical health: Evidence, trends, challenges, and future implications. *World Psychiatry*, 23(3), 312–332.
- ❖ Pressman DE. (2009). Risk Assessment Decisions for Violent Political Extremism. (Her Majesty the Queen in Right of Canada, Ottawa).

Pluralistic Inclusivity

This phrase describes an individual who can balance various opposing viewpoints simultaneously. In many ways, this is a hallmark of an ideal college student experience, the ability to hold differing points of view without advancing to harmful debate or contentious argument.

- ❖ Tetlock, P. E. (1988). *Monitoring the integrative complexity of American and Soviet policy rhetoric: What can be learned?* *Journal of Social Issues*, 44(2), 101–131.
- ❖ Suedfeld, P., & Tetlock, P. E. (1977). *Integrative complexity of communications in international crises*. *Journal of Conflict Resolution*, 21(1), 169–184.
- ❖ Vaupotič, N., Kienhues, D., & Jucks, R. (2024). Complexity appreciated: How the communication of complexity impacts topic-specific intellectual humility and epistemic trustworthiness. *Public Understanding of Science*, 33(6), 740–756.
- ❖ Sokolow B, Lewis S. (2009). 2nd Generation Behavioral Intervention Best Practices. (The National Center for Higher Education Risk Management, Malvern, PA).

Access to Nonviolent Outlets

Nonviolent outlets for expressing frustration and resolving grievances in peer and family groups, as well as within the community and society, provide democratic means to negotiate how to meet their individual needs, explore opportunities to improve their situation, or challenge decisions that affect them.

- ❖ Tyler, T. R. (1990). *Why people obey the law*. Yale University Press.
- ❖ Lind, E. A., & Tyler, T. R. (1988). *The social psychology of procedural justice*. Plenum Press.
- ❖ Bradford, B. (2023). Procedural justice in alternative dispute resolution: A preliminary exploration.
- ❖ Association of Threat Assessment Professionals (ATAP). (2006). Risk Assessment Guideline Elements for Violence (RAGE-V): Considerations for Assessing the Risk of Future Violent Behavior. (ATAP, Sacramento, CA).

Social Safety

Individuals who feel safe and secure within their family, community, and social structures are more connected and able to have their voices heard in political action movements. These environments may nurture their point of view or at least be tolerant of diverse viewpoints within a backdrop of acceptance. There are opportunities for new social connections, supportive relationships, and educational or employment progress.

- ❖ Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. Simon & Schuster.
- ❖ Goodenow, C. (1993). *The psychological sense of school membership among adolescents: Scale development and educational correlates*. *Psychology in the Schools*, 30(1), 79–90.
- ❖ Diggs, O. N., Hoffman, L., & colleagues. (2024). The protective effects of school connectedness against internalizing and externalizing problems in adolescence. *Development and Psychopathology*.
- ❖ Bhui KS, Hicks MH, Lashley M, Jones E. (2012). A public health approach to understanding and preventing violent radicalization. *BMC Med*. 10, 16.

Emotional Stability

This is the opposite of vulnerability and emotional instability. There is psychological steadiness, well-being, and constancy, as well as empathy and understanding of others' points of view. Individuals can process cultural ideals alongside their personal beliefs and maintain a sense of self-esteem, empowerment, and an integrated cultural identity.

- ❖ Gross, J. J. (1998). *The emerging field of emotion regulation: An integrative review*. Review of General Psychology, 2(3), 271–299.
- ❖ Ryff, C. D. (1989). *Happiness is everything, or is it? Explorations on the meaning of psychological well-being*. Journal of Personality and Social Psychology, 57(6), 1069–1081.
- ❖ Pressman DE. (2009). Risk Assessment Decisions for Violent Political Extremism. (Her Majesty the Queen in Right of Canada, Ottawa)
- ❖ Schmid AP. (2013). Radicalisation, de-radicalisation, counter-radicalisation: A conceptual discussion and literature review. The International Centre for Counter-Terrorism, The Hague 4, 2.

Professional and academic engagement

Individuals are engaged in or have achieved professional, career, or academic success. They are a part of these communities and possess a sense of connection, commitment, and progress in their academic or professional lives. They engage in critical thinking, have high self-esteem, and view their place in the professional and academic world as stable.

- ❖ Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). *School engagement: Potential of the concept, state of the evidence*. Review of Educational Research, 74(1), 59–109.
- ❖ Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). *The measurement of work engagement with a short questionnaire: A cross-national study*. Educational and Psychological Measurement, 66(4), 701–716.
- ❖ Chen, Y. N. (2023). The relationship between personality traits, emotional stability and mental health in art vocational and technical college students during epidemic prevention and control. Psychology Research and Behavior Management, 16, 2857–2867.

Global confidence

A sense of global competence implies an empathetic acceptance and tolerance of diverse viewpoints, religions, and philosophies. This does not imply a commitment to these perspectives, but rather an emphasis on equal and inclusive participation, a multifaceted and cohesive view of society, and respect for potential shifts in ideologies over time.

- ❖ Deardorff, D. K. (2006). *Identification and assessment of intercultural competence as a student outcome of internationalization*. Journal of Studies in International Education, 10(3), 241–266.
- ❖ Hunter, B., White, G. P., & Godbey, G. C. (2006). *What does it mean to be globally competent?* Journal of Studies in International Education, 10(3), 267–285.
- ❖ Guo, J., Zhuang, H., & Howlader, M. H. (2024). Global competence in higher education: A ten-year systematic literature review. Frontiers in Education, 9.

Empathy

The ability to empathize with others' perspectives protects against the dangers of objectification, dehumanization, and depersonalization. Empathy fosters a sense of community and perspective-taking that promotes understanding, tolerance, and acceptance and leads to a shared sense of attainment, opportunity, and positive prospects.

- ❖ Vachon, D. D., Lynam, D. R., & Johnson, J. A. (2014). *The (non)relation between empathy and aggression: Surprising results from a meta-analysis*. Psychological Bulletin, 140(3), 751–773.
- ❖ Batson, C. D. (2011). *Altruism in humans*. Oxford University Press.
- ❖ Cheng, L., Zhang, J., Liao, J., Peng, F., & Wang, X. (2025). Dehumanization and aggression: A meta-analysis. Aggression and Violent Behavior, 84, 102079
- ❖ Dunkle JH, Silverstein ZB, Warner SL. (2008). Managing violent and other troubling students: The role of threat assessment teams on campus. J Coll Univ Law. 34, 585–636.

Resilience

Individuals with a well-defined sense of self can progress toward or have achieved a sense of self-actualization. They are morally engaged and demonstrate critical decision-making.

- ❖ Masten, A. S. (2001). *Ordinary magic: Resilience processes in development*. *American Psychologist*, 56(3), 227–238.
- ❖ Bonanno, G. A. (2004). *Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events?* *American Psychologist*, 59(1), 20–28.
- ❖ Cusack, L., & colleagues. (2022). Resilience as a protective factor against suicidal behavior in young adults. *BMC Psychiatry*, 22, 199.
- ❖ Taylor R, Wang M. (2000). *Resilience Across Contexts: Family, Work, Culture, and Community*. (Lawrence Erlbaum Associates, Mahwah, NJ).

Consequences of Actions

Individuals with a sense of moral engagement and awareness of how their choices lead to positive or negative outcomes may avoid negative actions to prevent negative consequences for their social circle, primary support group, career, education, and financial status.

- ❖ Bandura, A. (1999). *Moral disengagement in the perpetration of inhumanities*. *Personality and Social Psychology Review*, 3(3), 193–209.
- ❖ Strathman, A., Gleicher, F., Boninger, D. S., & Edwards, C. S. (1994). *The consideration of future consequences: Weighing immediate and distant outcomes of behavior*. *Journal of Personality and Social Psychology*, 66(4), 742–752.
- ❖ Luo, Z., & colleagues. (2023). Moral disengagement and aggressive behavior in youth: A meta-analytic review. *Developmental Review*, 70, 101101.
- ❖ Turner J, Gelles M. (2003). *Threat Assessment: A Risk Management Approach*. (Routledge, New York, NY).