

## Special Issue

# Using the Psychosociocultural Approach to Academic Persistence and Educational Wellness

### Message from the Guest Editor

As higher education is a time of specific development that exam the dimensionality of students' noncognitive processes within the educational setting and interplay of strength-based processes for persistence and educational wellness is needed for an integrated and contextual understanding. This issue seeks data-informed and/or conceptually-integrative scholarship that addresses students' interrelated individual and collective dimensions of the psychological, social, and cultural within the higher education setting.

In particular, this Special Issue seeks scholarly work that implements a psychosociocultural approach to student persistence and educational wellness. A psychosociocultural approach considers three interrelated dimensions of the psychological, social, and cultural within the higher education setting. The dimensions inform how students persist and navigate higher education contexts and in turn persist and are educationally-sustained.

### Keywords

person–environment  
higher education  
self-beliefs  
support systems  
cultural values  
integrated wellness  
strength-based persistence

### Guest Editor

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University of Wisconsin-Madison

### Deadline for manuscript submissions

closed (23 April 2021)



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