Where Does Religion and Spirituality Fit in a Comprehensive Campus Health and Wellness Program?

Addie Carothers                      Gina Firth
Wellness Coordinator                 Associate Dean of Wellness
SESSION LEARNING OUTCOMES

- Describe the overall relationship between religion, spirituality and well-being as defined by research.

- Identify at least one promising practice that you can take back to your campus and implement.
WHAT IS THE DIFFERENCE?

Religion?

Spirituality?

WHAT IS THE DIFFERENCE?
Many people use the terms “religious” and “spiritual” interchangeably, but studies show that they affect our wellness in markedly different ways.

There is a difference between managing your outward behavior and managing your inward emotions, and both affect your soul.
2014 Study from Oregon State University:

- This study put forth a new theoretical model:

  Religion provides a set of rules and beliefs that help regulate behavior and health habits, while spirituality provides methods for managing your emotions and how you feel.
DIFFERENCE BETWEEN SPIRITUALITY AND RELIGION

- Love (2001) answers this in the following way:

**Religion** is a shared set of beliefs relating to the worship of a god figure, whereas **spirituality** and faith development encompass a search for "meaning, transcendence, wholeness, purpose" (Love, 2001, p. 8), and the process of meaning making.
**Spirituality**

- Search (quest) for meaning, purpose, & authenticity
- Internal focus
- Meditation, reflection, contemplation
- May or may not be theistic
- Individual

**Religion**

- Faith tradition
- Core of beliefs & practices
- Symbols, rituals, behaviors
- Usually theistic
- Communal
SPIRITUALITY AS INWARD JOURNEY

- The most powerful metaphors for the spirituality movement among college students today are “inward journey” and “quest.”
  - A journey of introspection and reflection
  - A quest for meaning, purpose, wholeness, authenticity
“For us human beings, thirsty for the absolute, this relativity is just not enough though. We want a world that doesn't slip through our fingers; we want to be able to hold on to something solid. We need some universal measure for our tears and perhaps an answer that can erase the immense ‘why’ that keeps our souls suspended with sadness and fear.”

Andrea Florescu, Duke
Higher Education Research Institute (HERI)

A National Study of College Students’ Search for Meaning and Purpose

http://www.spirituality.ucla.edu/
SPIRITUAL SEARCH & RELIGIOUS ENGAGEMENT

Students are generally interested in and seeking to grow spiritually, with…

- 75% searching for meaning/purpose in life
- 80% expressing interest in spirituality
- 50% believed themselves to be on spiritual quest
- 57% are questioning their religious beliefs
- 67% say that their religious/spiritual beliefs provide them with strength, support and guidance
Figure 1. Current Views about Spiritual/Religious Matters

- Not interested – 15%
- Doubting – 10%
- Conflicted – 15%
- Seeking – 23%
- Secure – 42%

² These figures add to more than 100% because students were permitted to choose more than one response option.
STUDENT SPIRITUAL QUESTS

Percent of students actively engaged in a spiritual quest:

- Attaining wisdom (86%)
- Becoming a more loving person (84%)
- Seeking beauty in my life (67%)
- Attaining inner harmony (60%)
- Developing meaningful philosophy of life (52%)
- Searching for meaning/purpose (75%)
- Having discussions about the meaning of life with my friends (69%)
“I have a confession to make. You may think I'm here, living for the 'now,' going through my day doing all the things that a university student does -- sleeping (lots), eating, shopping, working, e-mailing, and writing term papers. But I'm not.

Half of my life revolves around the invisible and immaterial. My values, interests, and passions all take shape from it. It influences who I am. And I don't think I'm the only one. Maybe there's more...

Dilys Chiew – U. of Michigan
LOVE & TALBOTT (1999)

Spiritual development:

- “internal process of seeking personal authenticity”
- “continually transcending one’s current locus of centricity”
- “greater connectedness to self and others through relationship and union with community”
- “deriving meaning, purpose, and direction in one’s life”
- “increasing openness to exploring a relationship with an intangible and pervasive power of essence that exists beyond human knowing.”
SPIRITUAL PRACTICES

➤ Prayer
➤ Religious services
➤ Conversations with friends/family
➤ Meditation
➤ Spiritual retreats
➤ Reading spiritual books/texts
SPIRITUAL PRACTICES

- Speakers on spiritual topics
- Guided spiritual practices (on-line/in person)
- Nature (3 in 5 freshmen reported having a spiritual experience in nature)
- Music (over 50% say they’ve had a spiritual experience while listening to beautiful music).
MEASURING SPIRITUALITY AND RELIGIOUSNESS: THE FINDINGS
DIMENSIONS OF SPIRITUALITY AND RELIGIOUSNESS: Defining The Terms

SPIRITUALITY includes believing in the sacredness of life, seeking out opportunities to grow spiritually, and believing that we are all spiritual beings. 17% scored high, 25% low.

SPIRITUAL QUEST reflects interest in the meaning/purpose of life, finding answers to the mysteries of life, and developing a meaningful philosophy of life. 25% scored high, 23% low.

EQUANIMITY involves feeling at peace/centered, being able to find meaning in times of hardship, and feeling a strong connection to all of humanity. 22% scored high, 20% low.

RELIGIOUS COMMITMENT includes following religious teachings in everyday life, finding religion to be personally helpful, and gaining personal strength by trusting in a higher power. 37% scored high, 2% low.

RELIGIOUS ENGAGEMENT involves attending religious services, praying, and reading sacred texts. 20% scored high, 24% low.

RELIGIOUS/SOCIAL CONSERVATISM reflects opposition to such things as casual sex and abortion, the use of prayer to receive forgiveness, and the belief that people who don’t believe in God will be punished. 23% scored high, 4% low.

RELIGIOUS SKEPTICISM includes beliefs such as “the universe arose by chance” and “in the future, science will be able to explain everything,” and disbelief in the notion of life after death. 17% scored high, 24% low.

RELIGIOUS STRUGGLE indicates feeling unsettled about religious matters, feeling distant from God, and questioning religious beliefs. 11% scored high, 36% low.

CHARITABLE INVOLVEMENT assesses behaviors such as participating in community service, donating money to charity, and helping friends with personal problems. 15% scored high, 26% low.

COMPASSIONATE SELF-CONCEPT reflects self-ratings on qualities such as compassion, kindness, generosity, and forgiveness. 30% scored high, 25% low.

ETHIC OF CARING measures degree of commitment to values such as helping others in difficulty, reducing pain and suffering in the world, and making the world a better place. 13% scored high, 26% low.

ECUMENICAL WORLDVIEW reflects interest in different religious traditions, seeking to understand other countries and cultures, and believing that love is at the root of all the great religions. 14% scored high, 19% low.
SPIRITUALITY

- Includes believing in the sacredness of life, seeking out opportunities to grow spiritually, and believing that we are all spiritual beings.
- 17% scored high
- 25% low.
SPIRITUAL QUEST

- Reflects interest in the meaning/purpose of life, finding answers to the mysteries of life, and developing a meaningful philosophy of life.
- 25% scored high,
- 23% low.
EQUANIMITY

- Involves feeling at peace/centered, being able to find meaning in times of hardship, and feeling a strong connection to all of humanity.
- 22% scored high
- 20% low.

Happiness vs Equanimity

**AIM: Happiness**
- Want to be happy
- Get happy
- Get frightened of losing being happy
- Unhappy we aren’t feeling happy

**SUMMARY:** Obsessed with maintaining a feeling – may miss what is REALLY happening

**AIM: Equanimity**
- Want to see clearly
- Want to learn / reduce suffering
- Practice being consistently calm & open

**SUMMARY:** Able to ‘ride the storm’ and see reality to work with it
RELIGIOUS COMMITMENT

- Includes following religious teachings in everyday life, finding religion to be personally helpful, and gaining personal strength by trusting in a higher power.
- 37% scored high
- 2% Low.
RELIGIOUS ENGAGEMENT

- Involves attending religious services, praying, and reading sacred texts.
- 20% scored high
- 24% low.
RELIGIOUS/SOCIAL CONSERVATISM

- Reflects opposition to such things as casual sex and abortion, the use of prayer to receive forgiveness, and the belief that people who don’t believe in God will be punished.
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- 17% scored high
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RELIGIOUS STRUGGLE

- Indicates feeling unsettled about religious matters, feeling distant from God, and questioning religious beliefs.

- 11% scored high
- 36% low.

If you question your truths, you either realize new truths or strengthen existing ones.

Either way, you grow.

http://theoverwhelmedbrain.com
CHARITABLE INVOLVEMENT

- Assesses behaviors such as participating in community service, donating money to a charity, and helping friends with personal problems.
- 15% scored high
- 26% low.
COMPASSIONATE SELF-CONCEPT

- Reflects self-ratings on qualities such as compassion, kindness, generosity, and forgiveness.
- 30% scored high
- 25% low.
ETHIC OF CARING

- Measures degree of commitment to values such as helping others in difficulty, reducing pain and suffering in the world, and making the world a better place.
- 13% scored high,
- 26% low.
ECUMENICAL WORLDVIEW

- Reflects interest in different religious traditions, seeking to understand other countries and cultures, and believing that love is at the root of all the great religions.
- 14% scored high
- 19% low.

God is too big to fit in one place
“My own religion. A cobbled-together, messed-up way of thinking that uses bits and pieces from every religion. Technically, it’s a “universal” religion, meaning I subscribe to the basic foundations that underlie the vast majority of the world’s religions.”

Debbie Nelson, Bemidji
Figure 2. Percentages of High and Low Scorers on Spirituality Who Have High Scores on Each of Six Scales

- Spiritual Quest: High Scorers: 60%, Low Scorers: 7%
- Equanimity: High Scorers: 58%, Low Scorers: 6%
- Compassionate Self-Concept: High Scorers: 49%, Low Scorers: 20%
- Charitable Involvement: High Scorers: 32%, Low Scorers: 7%
- Ecumenical Worldview: High Scorers: 30%, Low Scorers: 4%
- Ethic of Caring: High Scorers: 29%, Low Scorers: 5%

Figure 3. Percentages of High and Low Scorers on Religious Engagement Who Have High Scores on Each of Six Scales

- Spiritual Quest: High Scorers: 39%, Low Scorers: 16%
- Equanimity: High Scorers: 47%, Low Scorers: 9%
- Compassionate Self-Concept: High Scorers: 41%, Low Scorers: 22%
- Charitable Involvement: High Scorers: 29%, Low Scorers: 7%
- Ecumenical Worldview: High Scorers: 15%, Low Scorers: 10%
- Ethic of Caring: High Scorers: 19%, Low Scorers: 9%
Students who scored high on spirituality are more inclined toward "charitable involvement".

Students who identify with high levels of spirituality have high levels of "ethic of caring" and "compassionate self concept".

Religious engagement is less pronounced on the things mentioned above.
SPIRITUALITY AND WELL-BEING

- Physical
- Psychological

Table 5. Spirituality, Religiousness, and Psychological Well-Being

<table>
<thead>
<tr>
<th>Psychological Well-Being Indicator</th>
<th>Spirituality High</th>
<th>Spirituality Low</th>
<th>Religious Commitment High</th>
<th>Religious Commitment Low</th>
<th>Religious Engagement High</th>
<th>Religious Engagement Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive psychological health</td>
<td>33</td>
<td>37</td>
<td>35</td>
<td>33</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>“No chance” student will seek personal counseling during college</td>
<td>14</td>
<td>31</td>
<td>18</td>
<td>32</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>“Frequently” able to find meaning in times of hardship</td>
<td>55</td>
<td>11</td>
<td>51</td>
<td>14</td>
<td>48</td>
<td>13</td>
</tr>
<tr>
<td>“Frequently” felt at peace/centered</td>
<td>58</td>
<td>18</td>
<td>53</td>
<td>18</td>
<td>51</td>
<td>22</td>
</tr>
</tbody>
</table>
SPIRITUALITY AND WELL-BEING

- High spirituality displays lower propensity for positive psychology

BUT

- High scorers on spirituality are more likely to evidence equanimity
  - 55% frequently able to find meaning during difficult times
  - 58% feel at peace and centered (compared to 11% and 18% respectively)
SPIRITUALITY AND WELL-BEING

- Although spirituality and psychological stress are positively linked,
- Spirituality and mechanisms for coping with hardship are positively linked.
WHY?

- Life choices devoted to charitable involvement and ethic of caring exercise compassion, and a need to understand and appreciate differences in others
  - Relinquish own well being and comforts for justice and well being of others-the greater good....this takes a toll on their psychology
- At the same time:
  - They reap the rewards including personal insights, greater connections to others, more clearly defined personal meaning
THIS MAKES SENSE!
Students are choosing to traverse more difficult (more fulfilling) life paths focused on social justice and serving others.
HIGH SPIRITUALTY ALSO CORRELATES WITH...

- Abstinence of beer, wine and liquor, and cigarettes;
- Maintain a healthy diet;
- More inclined not to stay up late
Across the board...research is showing a positive relationship in this area.

An excellent book that goes into all of the research is God, Faith and Health.
Theosomatic Medicine is defined by Levin, an epidemiologist, as a model or view of the determinants of health based on the apparent connections between God or spirit and the body.

The Seven Principles:

1) Religious affiliation and membership benefit health by promoting healthy behaviors and lifestyle.
2) Regular religious fellowship benefits health by offering support that buffers the effects of stress and isolation.

3) Participation in worship and prayer benefits health through physiological effects of positive emotions.

4) Religious beliefs benefit health by their similarity to health-promoting beliefs and personality styles.
5) Simple faith benefits health by leading to thoughts of hope, optimism, and positive expectations.

6) Mystical experiences benefit health by activating healing bioenergy or life force or altered state of consciousness.

7) Absent prayer by others is capable of healing by paranormal means or by divine intervention.
Questions

Comments

Feedback
WHY DO WE NEED TO ADDRESS SPIRITUALITY IN A COMPREHENSIVE HEALTH AND WELLNESS PROGRAM?
The University of Tampa

- 8032 students enrolled for Spring 2016
- 50 states and 140 countries with 1,400+ international students
- 65% of full-time students live in campus housing
- ~200 Programs of Study
WELLNESS

The Student

- Social
- Physical
- Intellectual
- Financial
- Spiritual
- Emotional
- Occupational
- Environmental
University of Tampa
Faith, Values and Spirituality
THE RESOURCE TEAM FOR FAITH, VALUES AND SPIRITUALITY

- The Resource Team for Faith, Values and Spirituality is a faculty, staff and student group that sets the strategic direction of the UT interfaith program.

- This group creates venues and platforms for the University community to engage in meaningful conversations and activities.
THE MISSION OF THE FAITH, VALUES AND SPIRITUALITY PROGRAM AT UT

To further strengthen UT students’ academic and personal development through

- character building
- spiritual development and
- enhancing their understanding of world cultures and religions
THE MISSION OF THE FAITH, VALUES AND SPIRITUALITY PROGRAM AT UT

The University’s intent is not to prescribe, but to aid students in developing a sense of purpose and self-awareness through reflection and learning to make decisions based on principles, beliefs and values.
THREE DOMAINS WITH LEARNING OUTCOMES

In the domain of **character building**, students will learn to:

- Make choices based on principles, beliefs and values
- Identify and represent personal values
- Find or deepen their true vocation
THREE DOMAINS WITH LEARNING OUTCOMES

In the domain of *spiritual development*, students will learn to:

- Develop and/or deepen their sense of purpose and meaning in life
- Seek enhanced self-awareness and identity through reflection
- Ask fundamental “why” questions to broaden their understanding of various world views
In the domain of *enhancing understanding of world cultures* and religions, students will learn to:

- Promote campus-wide understanding and enhance recognition of diverse spiritual beliefs
- Seek out opportunities to learn about world cultures and religions
- Explore interfaith conversations
INTERFAITH

“We live at a time when people of different faith backgrounds are interacting with greater frequency than ever before. We hear the stories of people who seek to make faith a barrier of division or a bomb of destruction all too often. Instead, we view religious and philosophical traditions as bridges of cooperation. Our interfaith movement builds religious pluralism.”

http://www.ifyc.org/about
RELIGIOUS PLURALISM

- Respect for people’s diverse religious and non-religious identities,
- Mutually inspiring relationships between people of different backgrounds, and
- Common action for the common good.
HOW DO WE CREATE RELIGIOUS PLURALISM?

When we create positive, meaningful relationships across differences, and foster appreciative knowledge of other traditions:

- attitudes improve,
- knowledge increases,
- and more relationships occur.

These three are mutually reinforcing and backed by social science data, what IFYC calls the “interfaith triangle”.
STUDENT QUOTE

“I know there are people with a lot of different religious and faith backgrounds. It was just really interesting to learn more about what they believe and also like having different questions about their beliefs answered. It gave me a different new perspective.”

-male University of Tampa student
“Even people who don’t consider themselves religious you know I learned something about my own religion my own spirituality by talking to people who say that they don’t have one.”

-female University of Tampa student
HOW DO WE CREATE RELIGIOUS PLURALISM?

- The art of interfaith leadership: people who create and foster opportunities for positive knowledge and opportunities for engagement move others around the interfaith triangle and lead to a community marked by pluralism.

- IFYC quote: “We believe that American college students, supported by their campuses, can be the interfaith leaders needed to make religion a bridge and not a barrier.”
  
  http://www.ifyc.org/about
COMMUNITY PARTNERS PROGRAM

- Began over 8 years ago
- Currently over 30 members-10 mile radius from UT
- Partners must sign our Spiritual Agreement of Mutual Respect and Understanding in order to participate on campus. This form can be found on our website.

  \[http://www.ut.edu/spiritual/\]
HOW WE USE OUR PARTNERS

- Participate on panels and give educational presentations
- Participating in interfaith services on set themes (remembrance, graduation, gratitude)
- Invite us to visit their place of worship for a service/program
- Contact information is listed on the UT website
HOW WE USE OUR PARTNERS

- Working in conjunction with a student organization to have services/programs/spiritual meetings & studies on campus
- Participating in “Speed Faithing” program in Spring
- Participate in the Spiritual Direction Program
MUTUAL AGREEMENT OF RESPECT AND UNDERSTANDING

Must be signed yearly by community partners

Student organizations are required to abide by similar expectations per their organizational agreements.

The University of Tampa

Spiritual Agreement of Mutual Respect and Understanding

The Resource Team for Faith, Values and Spirituality is committed to supporting and encouraging the spiritual development of students through organizations, community partnerships, and spiritual programming. In an effort to create a community of character that encourages ethical behavior and treatment of others, all community partners and spiritual organizations are required to read and sign the following agreement on an annual basis:

1. I will encourage and extend at The University of Tampa a sense of mutual respect and understanding between different representatives, organizations, traditions, faiths, and practices. I will carry this respect and understanding to all the students, staff, faculty, and visitors that I interact with on and off-campus.

2. I will show respect to all people in the campus community, even when there are significant differences in the beliefs and practices to which they are committed, and I will both tolerate and strive to understand differences in belief systems, denominations, historic traditions, and practices.

3. I will respect the diversity of our interfaith community and will value the benefits that this diversity adds to our community.

4. I will relate with integrity to others personally and professionally and respect such support from them.

5. I will always clearly and explicitly state the identity of the organization I represent in any literature, display, or publicity regarding religious/spiritual programming at The University of Tampa or at an off-campus place of worship that I market to students.

6. I will respect the right of any individual to:
   - decline an invitation to join the activities with which I am involved
   - decline to begin or continue a conversation about his or her faith, spiritual or religious beliefs

7. I will abide by the Residential Life no solicitation policy.

8. I will acknowledge, understand, and follow the policies that state only student organizations and official University of Tampa departments can reserve space on campus, get material approved for posting, have an organization mailbox, table, and hold events on campus. All community partnership activities must be sponsored, planned, and executed by students and/or the Resource Team for Faith, Values and Spirituality.

9. I will provide feedback to the Resource Team for Faith, Values and Spirituality on additional ways to help promote the spiritual lives of students.

I have read and understand the Spiritual Agreement of Mutual Respect and Understanding and do willingly agree to abide by its contents in order to maintain the privilege of being recognized as a spiritual organization or community partner at the University of Tampa. Violation of any of the above could result in loss of privilege to the University of Tampa campus subject to a process hearing.

Name: ___________________________ Date: ___________________________

Title: ___________________________

Student Organization/Community Partner: ___________________________

This document was adapted from the University of Richmond's "A Covenant of Mutual Respect and Understanding."
UT’s Student Spiritual Organizations

- Campus Crusade for Christ
- Catholic Student Organization
- Chabad Jewish Student Union
- Hillel at The University of Tampa
- Intervarsity Christian Fellowship
- Muslim Student Organization
- Sigma Phi Lambda
- Young Life
- Indian Cultural Association
- Better Together
This student group’s mission is to promote understanding and respect for diverse spiritual and nonspiritual beliefs by means of dialogue, education and advocacy and service.
Yoga and meditation classes as well as sleep and stress management education aimed to support the holistic health and wellness of the students at The University of Tampa.
OPPORTUNITIES FOR STUDENTS

- Attend Interfaith Leadership Institute sponsored by Interfaith Youth Core
  https://ifyc.org
- Interfaith Council Membership
- Interfaith Retreat Attendee
Interfaith Retreat
Explore, Connect, Transform

A time for personal growth and reflection to gain greater satisfaction in life, inner peace and harmony...

Open to all students, space is limited to 25

When: April 15-17
@ Dayspring Retreat Center

For more information contact the Wellness Center at wellness@ut.edu
Register by April 8th  https://orgsync.com/130577/forms/178671
“The first take away that I got (from the interfaith retreat) was clarity. I meditated on that word most of the retreat. I received clarity in my religion and my spirituality because I was able to communicate it to other people and in that I was able to work it out in my head and actually put it into words and understand it better for myself. But also…clarity for the future and life in general, including my basic life beliefs, which I am finally more clear on. I now understand them better” - female University of Tampa student
OPPORTUNITIES FOR STUDENTS

- Training in Sustained Dialogue
- Attend PULSE Retreat
Sustained Dialogue training and PULSE retreats develop everyday leaders who engage differences as strengths to improve their campuses, workplaces, governments, and communities.
The Big 8 Social Identities

1. Age
2. Class
3. Gender
4. Ethnicity
5. Sexual Orientation
6. Race
7. Religion
8. Ability
OPPORTUNITIES FOR STUDENTS

- Attend the many events hosted each semester by the Resource Team and our student spiritual organizations.
SPIRITUAL WELLNESS PROGRAMMING

- Panel Series-One theme per semester
- Drum Circles
- Day of Peace
- Gratitude Banquet
- Book Clubs
- Community Conversations
- Labyrinth Education and Programs
SPIRITUAL WELLNESS PROGRAMMING

- Interfaith Services
  - Remembrance Service
  - Interfaith Graduation Celebrations
- Off campus educational experiences
  - Labyrinth/yoga events
  - Visit area churches
  - Buddhist Festival
THIS I BELIEVE

EXPRESS WHAT YOU ARE PASSIONATE ABOUT
April 16, 2012 • 6:00 p.m. • Reeves Theatre

For details on how to participate visit: http://bettertogetherinterfaithgroup.com
SPIRITUAL WELLNESS PROGRAMMING

- Speed Faithing
- Faith Fair
- Spirituality and Leadership Presentations
  - Many of the qualities that the literature on leadership identifies are the same qualities identified by the literature on spirituality.
Open prayer and meditation hours in the main chapel
All the larger-than-life questions about our presence here on Earth and what gifts we have to offer are spiritual questions. To seek answers to these questions is to seek a sacred path.

— Lauren Artress in Walking a Sacred Path
REFERENCES