

5-2021

## The Role of Hope, Resilience, Religious Coping and Religious Problem Solving in College Students' Development

Vanessa M. Campo

Follow this and additional works at: <https://digitalcommons.georgefox.edu/psyd>

 Part of the [Psychology Commons](#)

---

The Role of Hope, Resilience, Religious Coping and Religious Problem Solving  
in College Students' Development

by

Vanessa M. Campo

Presented to the Faculty of the  
Graduate School of Clinical Psychology  
George Fox University  
in partial fulfillment  
of the requirements for the degree of  
Doctor of Psychology  
in Clinical Psychology

Newberg, Oregon

May 13, 2021

The Role of Hope, Resilience, Religious Coping and Religious Problem Solving in College

Students' Development

By

Vanessa M. Campo


has been approved

at the

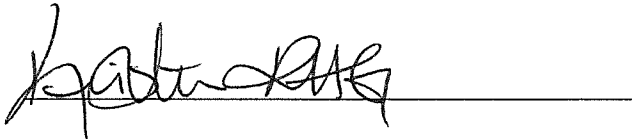
Graduate School of Clinical Psychology

George Fox University

as a Dissertation for the Psy.D. degree.



Winston Seegobin, Psy.D.



Kristie Knows His Gun, Psy.D.



Mark McMinn, Ph.D.

5/13/21

Date

The Role of Hope, Resilience, Religious Coping and Religious Problem Solving  
in College Students' Development

Vanessa M. Campo

Graduate School of Clinical Psychology

George Fox University

Newberg, OR

**Abstract**

As students attend their chosen college or university day to day stressors and challenges can become overwhelming. The stressors that come with new collegiate expectations and demands can increase the importance for colleges and universities to foster students' development. Programming or courses that increase students' hope, resilience, and religiousness could make their college experience much better and more enjoyable. This study hypothesized the following: a will be positive correlation between hope, resilience, and positive religious coping, a positive correlation between religious coping and the collaborative subscale of the religious problem-solving scale, and that religiousness will be higher at George Fox University compared to Ashland University as measured by the religiosity measure. Participants in this study were undergraduate college students from both George Fox University and Ashland University, participants ranged in age from 18-52, with mainly European-American identifiers. The majority of participants were white, United States born, female, and were between the ages of 18-24. Participants were surveyed using the Adult Hope Scale, Connor Davidson Resilience

Scale, R-Cope: Religious Coping Scale, and the Religious Problem-Solving Scale. Participants were also asked three questions: Has your university facilitated improvement or made opportunities available which increased your sense of hope, resilience, and faith? If yes, what specifically has the university done to increase those factors? If no, what could the university do to help you increase those factors, and are there things you do on your own to improve hope, resilience, and faith? Results were analyzed using a Pearson correlation and ANOVA. The results indicate that hope and resilience have a strong positive correlation. Positive religious coping and resilience also have a positive correlation. There was a strong positive correlation between positive religious coping and the collaborative subscale of the religious problem-solving scale. A one-way between subjects ANOVA indicated that positive religious coping was significantly higher at George Fox University and that Deferring Problem Solving subscale was also significantly higher at George Fox University.

### **Acknowledgements**

I would like to take the opportunity to acknowledge all of the people in my life that have helped me through this process. I would first like to thank my Lord and Savior Jesus for his love and guidance in my entire life. I am thankful for his grace and comfort that have been with me for my entire life.

I would like to thank the faculty and staff at George Fox University for their support, instruction, and counsel over the last six years. To Dr. Seegobin, thank you for always believing in me to finish this project and offering your assistance. This has truly been a joint effort and I am so grateful to you for helping me push through.

The unconditional love and encouragement of my family for everything that I do is something I have been so blessed to have during this journey. I would especially like to thank my dad, Carlos Campo, for pushing me and lifting me up when I did not think I could do this anymore. Also, a huge thank you to my mom, Karen Campo, for checking in with me throughout this process. I love you both so much and would not be the person I am today without you both.

To my cohort mates, I am so thankful for the camaraderie and friendships that were made and will always be with me. Thank you for the memories and support over our time together in school. It is something you unique to us that I will never forget.

Finally, I would like to thank all of the universities, faculty, and staff that have influenced my journey in school. Helping me to bolster my own hope, resilience and religiousness as I have grown and changed through academia. Without my own experiences with higher education I am certain I would not be the same person I am today.

**Table of Contents**

Approval Page.....	ii
Abstract.....	iii
Acknowledgements.....	v
List of Tables .....	viii
Chapter 1: Introduction.....	1
Purpose of Study.....	2
Hope.....	3
Resilience.....	3
Religiousness .....	4
Importance of Study.....	5
Backgrounds of the Institutions .....	7
George Fox University.....	7
Ashland University .....	7
Hypotheses.....	8
Hypothesis 1.....	8
Hypothesis 2.....	8
Hypothesis 3.....	8
Chapter 2: Methods.....	9
Participants.....	9
Materials .....	9
Informed Consent.....	9
Demographics Form.....	10
Hope.....	10
Resilience.....	10

Religiousness .....	11
Procedures .....	11
Chapter 3: Results .....	12
Quantitative Results .....	12
Hypothesis 1.....	12
Hypothesis 2.....	13
Hypothesis 3.....	13
Content Analysis Results .....	15
Chapter 4: Discussion .....	16
Hypothesis 1.....	16
Hypothesis 2.....	16
Hypothesis 3.....	17
Implications.....	18
Limitations .....	18
Summary .....	19
References.....	21
Appendix A Informed Consent.....	24
Appendix B Demographics Form .....	25
Appendix C Adult Hope Scale (AHS).....	27
Appendix D Connor-Davidson Resilience Scale (CD-RISC) .....	29
Appendix E Brief Religious Coping Scale .....	31
Appendix F Religious Problem Solving Scale.....	33
Appendix G Short Responses Table .....	36
Appendix H Curriculum Vitae.....	42



**List of Tables**

Table 1	Correlations – Descriptive Statistics .....	12
Table 2	Correlation Table .....	13
Table 3	ANOVA Table .....	14
Table 4	Content Analysis Results .....	15
Appendix G Table 5	Short Responses Table .....	36

## Chapter 1

### Introduction

Shakespeare's play *As You Like It* opens with Orlando berating his brother for not educating him in the manner that their late father had promised:

My father charg'd you in his will to give me good education: you have train'd me like a peasant, obscuring and hiding from me all gentleman-like qualities. (Richardson, 2015, p. 22).

Orlando well understood the power of education to shape a life and produce ladies and gentlemen with admirable qualities. Higher education experts today generally focus on student learning outcomes around the knowledge and skills that prepare graduates for the rigors of the modern workplace.

More difficult is deciding how—or even if—places of higher learning will create attitudes and develop values that will serve graduates well in work and life. Most colleges have abandoned holistic approaches to education, and focusing more on vocational training and less on nurturing values. In the groundbreaking work, *Academically Adrift*,

Although administrators in recent years on some college campuses have implemented policies to limit and control alcohol and drug use, in most secular colleges there has been little institutional responsibility taken for the moral development or social regulation of students (Arum & Roska, 2011, p. 14)

Some schools, perhaps most notably those in the Council for Christian Colleges and Universities (CCCU), continue to employ intentional practices to impact students' personal development, firm in the belief that the mission of their schools include the development of the whole person. A number of non-CCCU schools, some with religious affiliations, also have mission-driven practices that promise to produce graduates who will possess personal qualities that will help them be more fulfilled and successful. These schools spend countless hours developing, measuring and refining these practices, deploying significant human and fiscal resources to achieve their missional goals, with the hope of creating a campus culture that helps to transmit their mission-centric values and beliefs. Assessing the overall effectiveness of these efforts is no simple task, but is needed for institutions to improve this crucial, mission centric work.

### **Purpose of Study**

The purpose of this study is to further explore the effectiveness of intentional institutional practices on students' personal development. In particular, this study will focus on the practices of George Fox University, an explicitly (stated clearly, in detail, with no room for doubt) based Christian institution, and Ashland University, an implicitly (implied but not plainly expressed) based Christian institution, in order to determine which practices are the most promising in effecting students' hope, resilience, and religiousness. The study will focus on college students, surveying freshman to seniors to determine the impact of institutional culture and practice in three specific domains. Furthermore, as part of the analysis, the students will be asked to rate their own hope, resilience, and religiosity while then explaining if institutional practices have impacted their personal development in these areas.

**Hope**

Hope is defined as

cognitions regarding one's expectations and ability to attain important goals ... involves the expectation that the goals can be attained, but also involves cognitions about one's determination and commitment to attain the goal, and the plans and strategies for attaining goals. (Bernardo, 2010, p. 944)

Students operate in their academic setting based on a certain level of hope, which reaches from the short-term goal of doing well in a class to hoping one day excellence in their overall degree will lead to a great job. Students place enough faith in their own abilities, as well as, in their university, and hope for the best outcome possible for their schooling.

Hope, as a complicated concept, has received more attention from researchers as of late, and is regarded as an emotion or experience; it is desire for individual expectations of the future (Tripathi et al, 2015). College can be a life-changing experience for students, which elicits different types of emotional response, including hope. Students are hoping to graduate with the possibility of a good job, there is the hope of meeting a mate for the future, and also the hope of making friendships which will last a lifetime. Since the college experience is unique for the individual, there are a variety of ways to think about hope as well, and how hope connects to one's resilience to get through a situation and the religiousness of an individual.

**Resilience**

Resilience is defined differently among researchers; however, a common definition is "a capacity to adjust to adversity, maintain equilibrium, retain control and deal with external stressors such as conflict." (Cleary et al, 2018, p. 114). Undergraduate college students have a lot to overcome as they transition to this level of academic rigor and autonomy. They have the

pressure of doing well in classes, stressors of what might be going on at home, and navigating life on their own, possibly for the first time. Upon careful examination researchers have seen resilience is not a trait, but rather a skill which encompasses behaviors, thoughts, and actions that anyone can learn in an environment (Katyal, 2014).

If students are to learn resilience, institutional support should play a role in developing and maintaining that role. Researchers found that academic stress can cause students' levels of resiliency to decrease over time (Wilks & Spivey, 2010). This was found to be true because when students are stressed they tend to isolate and lose their social supports, which was a huge "protective factor" in maintaining their resilience. So, it seems maintaining other protective factors such as hope and religiosity would also protect a person's resilience, as these factors are closely connected.

### **Religiousness**

Researchers have found religiousness is a complex factor, but "generally refers to the extent to which the individual holds a system of beliefs in a divine power and engages in related practices of worship directed toward love and compassion" (Jordan, 2013, p. 2). For the purpose of this study, participants' sense of religiousness will be measured through the utilization of surveys examining religious coping as well as religious problem solving.

Religious coping is a way in which individuals will either choose to engage or disengage in their attempts to draw closer to God. Those who employ positive religious coping tend to seek out the help of their religious community, leaders in the church, or other spiritual factors (Giordano & Cecil, 2014). They see their religious beliefs as a protective factor, and they will do what they deem necessary to maintain positivity. Comparatively, negative religious coping is a pattern of religious behaviors which leads to a decline in personal healthy and emotional well-

being. (Giordano & Cecil, 2014). Based on past and current experiences in religious settings students will utilize those when choosing how to cope with a situation.

Religious problem solving is linked to the notion that religion is salient, so in turn one would use religion to solve problems and make decisions. Depending on the way a person likes to solve their problems will determine their problem-solving style. There are three problem solving styles: self-directing, which is when an individual relies solely on themselves to take care of things; deferring, which is when God is relied upon solely to solve problems; and collaborative, where both God and the individual can resolve the problem (Andrews et al, 2011). When considering the way individuals may solve problems it seems that religious coping styles will influence the extent to which the individuals believe they are in control of solving their problems.

College is a time for experimenting and defining one's own religious values. Since there is a decrease of attendance in religious services in the U.S. there may be a concomitant reduction of students relying on religious faith to help them navigate the collegiate experience. Students are becoming more independent and individualistic, so their reliance on earlier life circumstances are less important or crucial to their success.

### **Importance of Study**

Many schools are leading a renewed interest in a holistic approach to education, with measurable outcomes for student success that focus on personal development, rather than on job training. Among them is Purdue University, which in partnership with Gallup and Lumina Foundation, released the inaugural "Gallup-Purdue Index" in May 2014—the largest representative study of college graduates in U.S. history.

The Gallup-Purdue Index purports to “measure the most important outcomes of higher education — Great Jobs, Great Lives — and provides higher education leaders with productive insights for meaningful performance improvements” (Gallup-Purdue, 2014). The initiative aims to “create a national movement toward a new set of measures,” that go beyond assessing typical skills like critical thinking and tries to identify why graduates feel successful (Gallup-Purdue, 2014). The study claims to be “the first measure to evaluate the long-term success of graduates in their pursuit of great jobs and great lives,” and highlights a shift in higher education to identify which institutional practices are most valuable to graduates sense of well-being and fulfillment (Gallup-Purdue, 2014).

The Gallup-Purdue Index measures long-term success by looking at graduates’ workplace engagement and overall well-being based on satisfaction in five key dimensions: purpose, social, financial, community and physical well-being (Gallup-Purdue, 2014). Many other schools place personal development among the top priorities of their institutional learning outcomes and have developed clear strategies to help ensure that students graduate with the skills they need for both life and work. Colleges and universities are directing significant resources toward achieving outcomes that help ensure that students will be well-rounded citizens, contributing to their communities. By focusing on resilience, religiousness and hope, this study seeks to determine which institutional practices are most effective in achieving the stated goals for each institution, thereby giving other colleges and universities crucial information as they formulate their plans for student development in the future.

## **Backgrounds of the Institutions**

### ***George Fox University***

George Fox University is a private Christian university located in Newberg, OR. Their mission statement for the university reads as follows, “George Fox University, a Christ-centered community, prepares students spiritually, academically, and professionally to think with clarity, act with integrity, and serve with passion.” (George Fox University, 2018). The institution is rooted in the Friends traditions of Christianity. In union with the school’s motto of “Be Known” the school is hopeful that students will create authentic and meaningful relationships with peers, faculty, and with God. Students are challenged to connect their faith to every aspect of their lives including their future career. Although the school focuses on implementing rigorous academics that will challenge the student, there are also ways in which it fosters spiritual growth as well. The institution enforces a requirement of 15 chapel attendances a semester for undergraduates; it gives students the opportunity to take faith-integrated courses, and also invites students to participate in variety of faith-based activities on campus. With the addition of faith-integration curriculum and activities, students are consistently being asked to think of their faith in other ways considering what their faith means to them.

### ***Ashland University***

Similar to George Fox University, Ashland University also has Christian roots, but Ashland has its foundation in the Brethren tradition. Ashland’s motto is “Accent on the Individual” which has been an ongoing guiding force for the school for years. They describe the university’s ethos as challenging students to be themselves within the supportive school environment. Their mission statement is, “Ashland University, guided by our Christian heritage, is a comprehensive, private university that provides a transformative learning experience,



shaping graduates who work, serve, and lead with integrity in their local, national, and global communities” (Ashland University, 2018). The university’s Christian values provide an emphasis on God, and a guiding force of respect and moral integrity of its students. Students at Ashland University are not required to attend chapel for credits, they do not sign a statement of faith, nor are students required to take faith-based classes as university course requirements. However, there is an alternative worship service that students can attend, which is student led and run. This opportunity gives students a chance to be proactive in their faith, and to seek out religious community if that is desired. In addition, there are a number of Christian organizations and Bible studies available to all students on campus. The university gives students the opportunity to be free to experience and explore their faith.

## **Hypotheses**

### ***Hypothesis 1***

There will be positive correlations between hope, resilience, and positive religious coping.

### ***Hypothesis 2***

There will be a positive correlation between religious coping and the collaborative subscale of the religious problem-solving scale.

### ***Hypothesis 3***

Religiosity will be higher at George Fox University compared to Ashland University as measured by the religiosity measure.

## **Chapter 2**

### **Methods**

#### **Participants**

There were 104 participants who were traditional undergraduate students (Ashland = 27 students; George Fox = 77 students) identifying as male (26%) and female (73.1%); 1 participant did not disclose their sex. Their ages ranged from 18 to 52 years, with 98.1% being between 18-23 years; the mean age was 19.70. Participants ranged from freshman (58.7%), sophomores (20.2%), juniors (5.8%), and seniors (15.4%). The ethnic diversity of the participants ranged from European American (62.5%), Asian (9.6%), Hispanic/Latino(a) (6.7%), Native American (2.9%), Black (1%), Prefer Not To Answer (4.8%), and Others (12.5%).

Participants were provided a survey link with qualitative measures related to hope, resilience, and religion. These measures included the Adult Hope Scales (HPS; Snyder et al., 1991), the Connor-Davidson Resilience Scale (CD-RISC; Connor & Davidson, 2003), the Brief Religious Coping Scale (Pargament et al, 2011), and the Religious Problem-Solving Scale (Pargament, 1997).

#### **Materials**

##### ***Informed Consent***

Participants were given an informed consent, which outlined the purpose of the study. The consent also gave the researcher permission to include participants in the study and informed

the participants they could discontinue their participation at any time. Please see the Appendix A for a copy of this form.

### ***Demographics Form***

Participants completed a demographics form, informing the researcher of the participants' eligibility to be included in the study. Additionally, participants answered three questions determining the level of influence the university has had over their development of hope, resilience, and religiousness. Please see Appendix B for a copy of this form.

### ***Hope***

The Adult Hope Scale (HS; Snyder et al., 1991) was used to measure how a participant experiences hope. The HS is a 12-item measure consisting of four-pathway questions, four agency questions, and four-filler questions (which are not scored). Pathway questions evaluate a participant's cognitive capability to overcome difficult obstacles as well as achieve goals. Agency questions measure a participant's sense of one's own ability to be successful. The HS utilizes a 4-point Likert scale that ranges from *definitely false* to *definitely true*. The scale has an internal consistency of Cronbach's alphas ranging from .90-.95 (Snyder, 2002) and test-retest reliability coefficients of .76 and .82 (Snyder et al., 1991).

### ***Resilience***

The CD-RISC (Connor & Davidson, 2003) was used to measure participants' capability to manage stress and adversity. The CD-RISC is a 25-item scale that uses a 5-point Likert scale, which ranges from *absolutely false* (0) to *true almost all of the time* (4). Scores on the CD-RISC range from 0-100, with higher scores representing higher resilience. The scale has an internal consistency reliability coefficient of .89 and a test-retest reliability coefficient of .87 (Connor & Davidson, 2003).

### ***Religiousness***

The BRIEF Religious Coping scale is an abbreviated questionnaire comprised of 14 questions to measure the ways in which participants adjust to difficult situations in their lives. The Religious Coping Scale divides the questions into negative and positive ways of coping. The scale has a good internal consistency reliability coefficient in terms of Positive Religious Coping (.92) and Negative Religious Coping scales (.81) (Pargament et al., 2011).

The Religious Problem-Solving Scale (Pargament et al., 2011) is a 36-item, 5-point Likert-type scale that measures the degree to which the participant assigns responsibility to themselves or God in solving problems and the level of engagement in the problem-solving process (1 = *Never*, 2 = *Rarely*, 3 = *Sometimes*, 4 = *Often*, 5 = *Always*). The three different subscales are Self-Directing, Collaborative, and Deferring. The internal consistency of this measure is high (Cronbach's alpha: Self-Directing = .91, Collaborative = .93, Deferring = .89).

### **Procedures**

College students were recruited to participate in this study. Participants consisted of individuals who attend George Fox University in Newberg, OR and Ashland University in Ashland, OH. With assistance of faculty and staff at both institutions, participants were sent surveys via email to fill out for themselves. Participants were given an informed consent form detailing what the survey is used for, as well as, information regarding how long the surveys should take to complete. The survey took 20-30 minutes to complete.

### Chapter 3

#### Results

#### Quantitative Results

##### *Hypothesis 1*

There will be positive correlations between hope, resilience, and positive religious coping. The results indicate that hope and resilience have a strong positive correlation,  $r = .727$ ,  $p < .01$ . Positive religious coping and resilience also have a positive correlation,  $r = .379$ ,  $p < .01$ . The relationship between hope and religious coping was not significant, but there was a positive correlation between positive religious coping and the agency subscale of the adult hope scale,  $r = .210$ ,  $p < .05$ . See Table 1.

**Table 1**

*Correlations: Descriptive Statistics*

	Mean	Std. Deviation	N
<b>FAHagency</b>	26.7788	3.55254	104
<b>FAHpathw</b>	25.4423	3.77222	104
<b>FTOTHOPE</b>	52.2212	6.59944	104
<b>FPOSrcope</b>	19.4327	6.44433	104
<b>FNEGrcope</b>	11.1154	4.65782	104
<b>FTOTcdr</b>	70.2692	12.32586	104
<b>FCOLrpss</b>	35.7115	12.80600	104
<b>FDEFrpss</b>	29.4519	10.71690	104
<b>FSDrpss</b>	34.5000	11.95055	104

***Hypothesis 2***

There will be a positive correlation between religious coping and the collaborative subscale of the religious problem-solving scale. Results suggests a strong positive correlation between positive religious coping and the collaborative subscale of the religious problem-solving scale,  $r = .858, p < .01$ . See Table 2.

**Table 2***Correlation Table*

	FAHAgency	FAHPthway	FTOHOPE	FPOSrscope	FNEGrcope	FTOTcdr	FCOLrps	FSDrps
FAHAgency	1	.623	.895	.210**	.102	.681	.237	-.066
FAHpathw	.623	1	.907*	-.020	-.043	.631	.014	.025
FTOHOPE	.895	.907	1	.102	.030	.727**	.132	-.021
FPOSrscope	.210	-.020	.102	1	.164	.379**	.858**	-.560
FNEGrcope	.102	-.043	.030	.164	1	.063	.142	.256

*Note.* \*\* Correlation is significant at the .01 level (two-tailed). \* Correlation between POS RCOPE & the AH Agency is significant at the .05 level (two-tailed)

***Hypothesis 3***

Religiousness will be higher at George Fox University compared to Ashland University as measured by the religiosity measure. A one-way between subjects ANOVA was conducted to compare religiousness at George Fox University and Ashland University. Results indicated that Positive Religious Coping was significantly higher at George Fox University ( $F(1, 102) = 6.141, p = 0.015$ ), and that Deferring Problem Solving was also significantly higher at George Fox University ( $F(, 102) = 3.890, p = .051$ ). See Table 3.

**Table 3***ANOVA Table*

		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>FAHagency</b>	Between Groups	14.408	1	14.408	1.143	.287
	Within Groups	1285.506	102	12.603		
	Total	1299.913	103			
<b>FAHpathw</b>	Between Groups	28.953	1	28.953	2.056	.155
	Within Groups	1436.701	102	14.085		
	Total	1465.654	103			
<b>FTOTHOPE</b>	Between Groups	84.209	1	84.209	1.951	.165
	Within Groups	4401.705	102	43.154		
	Total	4485.913	103			
<b>FPOSrcope</b>	Between Groups	242.901	1	242.901	6.141	.015*
	Within Groups	4034.628	102	39.555		
	Total	4277.528	103			
<b>FNEGrcope</b>	Between Groups	39.543	1	39.543	1.837	.178
	Within Groups	2195.073	102	21.520		
	Total	2234.615	103			
<b>FTOTcdr</b>	Between Groups	15.727	1	15.727	.103	.749
	Within Groups	15632.735	102	153.262		
	Total	15648.462	103			
<b>FCOLrpss</b>	Between Groups	398.126	1	398.126	2.462	.120
	Within Groups	16493.220	102	161.698		
	Total	16891.346	103			
<b>FDEFrpss</b>	Between Groups	434.539	1	434.539	3.890	.051*
	Within Groups	11395.221	102	111.718		
	Total	11829.760	103			
<b>FSDrpss</b>	Between Groups	122.571	1	122.571	.857	.357
	Within Groups	14587.429	102	143.014		
	Total	14710.000	103			

*Note.* \*ANOVA is significant at .01 level

### Content Analysis Results

For the content analysis section of the study, three open-ended questions were asked: (a) Has your university facilitated improvement or made opportunities available which increased your sense of hope, resilience, and faith? (b) If yes, what specifically has the university done to increase those factors? (c) If no, what could the university do to help you increase those factors, and are there things you do on your own to improve hope, resilience, and faith? Each participant's answers are in a table provided in Appendix G; Table 5. These results were analyzed for frequency of responses and are shown in Table 4 below:

**Table 4**

*Content Results*

<b>ACTIVITY</b>	<b>FREQUENCY</b>
<b>Attending chapel</b>	37
<b>Faculty is supportive and encouraging</b>	15
<b>Programs on campus; community activities</b>	15
<b>Specific classes; Religion classes</b>	10
<b>Life groups</b>	6
<b>Counseling Services</b>	5
<b>Mission trips; service projects; Serve day</b>	4



## **Chapter 4**

### **Discussion**

#### **Hypothesis 1**

The study predicted a positive correlation between hope and resilience and this result was confirmed. Hope and resilience often have a positive correlation. Morote et al. (2017) noted that “Hope and resilience protect against inner vulnerabilities or harsh life circumstances; they explain individual differences in physical or mental health outcomes under high stress” (p. 1). Therefore, these results are consistent with the literature. Research indicates hope and resilience are often investigated together as they are seen as sources of strength and protection for individuals as they are impacted by negative life events (Morote et al, 2017). Consistent with research as well, other studies indicate that religion is a strong coping skill, which helps for bolstering individuals’ resilience (Giordano & Cecil, 2014). Hope and resilience are important qualities for success in college. These two qualities enable students to complete their education successfully by providing motivation and perseverance in stressful situations.

#### **Hypothesis 2**

This study predicted a positive correlation between religious coping and collaborative problem solving. These results were confirmed. A positive correlation was found between positive religious coping and collaborative problem solving. These results seem to suggest that both positive religious coping and collaborative problem solving are strategies that college students use in responding to situations in their lives as well as highlighting the important role

that religion plays in their lives. Positive religious coping implies that religion plays a positive role and is helpful to these participants. Additionally, they collaboratively work with God in resolving their problems. These results also imply the participants attend institutions where these religious practices are accepted as a part of their college experience. This was particularly evident with the George Fox students where a number of activities were aimed at assisting students in their spiritual development. These results are also consistent with the research indicating a strong increase in their coping abilities when participants perceived they were working with God to solve their problems (Wilt et al, 2019).

### **Hypothesis 3**

Results have indicated religiousness at an explicitly Christian university is higher than at an implicitly based institution. The results suggest that students who are required to take specific religion courses or have specific chapel requirements may utilize religion in a positive manner to cope with hardship. These results fit with the religious background and commitment of the students at George Fox University when compared with Ashland University. George Fox University is more explicitly Christian in the student body and have more Christian oriented activities on campus for the students. Additionally, George Fox University has students sign a statement of faith and has required chapel attendance as well as required Bible and Religion classes. In 2019, George Fox University had “650 programmed hours spent on worship, prayer, community Bible studies, and international service opportunities” (George Fox University, 2021). It seems like these activities and programs assist students at George Fox University to have more positive religious coping skills and defer their problems to God to solve them.

**Implications**

What do these results mean for spiritual life at these two universities? And what can universities do to encourage hope, resilience, religious coping, and religious problem solving in their programs? We examined the distinctives of the universities, the faculty to student ratio, the three major denominations that students identify, and specific programs that assist students. Both universities admit all qualified students; not only Christian students. Both universities have counseling centers. Ashland offers counseling services through the seminary as well as through the academic affairs department. George Fox University has a university counseling center.

The results also demonstrate that explicit religious activities assist students in their religious development such as a closer relationship with God and the use of religion as a positive coping strategy. Specific strategies that encourage hope and resilience will also be a benefit to students.

From a psychotherapeutic perspective, understanding the role and importance of resilience, hope, positive religious coping, and religious problem solving can be helpful in working with college students. These factors can positively influence the outcomes in therapy for these students who emphasize these factors in the therapeutic process. From the results of the qualitative data, it appears that students' faith is supported when they frequently visit the university counseling center.

**Limitations**

The sample size was small which means that generalizations cannot be made from the findings of this study. Particularly, the sample from Ashland University was significantly smaller than the sample from George Fox University which affected the comparison of the importance of faith and spirituality on these campuses.

The sample of students was not ethnically diverse, but is comparable with the diversity of the overall campus populations. Sample of students were predominantly in their freshman year of study, but a sample across all years of school may give researchers variability in qualitative data responses. Comparing George Fox University with a secular university in a larger metropolitan area may have yielded increased variability in results.

### **Summary**

The purpose of this study was to look at the role of hope, resilience, religious coping, and religious problem solving in the development of college students, as well as the role of the university in helping the students develop these personal qualities. Many universities have abandoned holistic approaches to education, although it appears that students who receive a more holistic education do tend to be more fulfilled and successful. So, what role does the university play in this development and is it important to students?

The study found, and was also confirmed by Morote et al.'s study, that when hope and resilience are looked at together they provide the individual with protection against negative life events (Morote et al, 2017). Religion also helped to bolster the individual's resilience. Individuals with these qualities are likely able to complete their education more successfully by providing motivation and perseverance.

The study found that both positive religious coping and collaborative problem solving are strategies that college students use in responding to situations in their lives as well as highlighting the important role that religion plays in their lives. The study found that students want a relationship with God and to collaboratively work with God in their lives. Students are able to work hard with God to solve problems and move forward with their lives.

Results indicated religiousness at an explicitly Christian university is higher than at an implicitly based institution. The results may indicate that students who are required to take

specific religion courses or have specific chapel and lifestyle requirements may utilize religion in a positive manner to cope with hardship. These results fit with the religious background and commitment of the students at George Fox University when compared with Ashland University.

The two universities studied, as well as other places of higher learning should continue to encourage their students in hope, resilience, positive religious coping, and religious problem solving in their programs. Results suggested that when students are involved in explicit religious activities, they learn to development of a closer relationship with God.

Finally, from a psychotherapeutic perspective, university counseling centers could play an important role in student's development and encouragement. The study is a starting point, which can lead to university's exploration of additional options to assist their students in holistic development.

### Reference

- Andrews, S. L. , Stefurak, J. T. & Mehta, S. (2011) Between a rock and a hard place? Locus of control, religious problem-solving and psychological help-seeking, *Mental Health, Religion & Culture*, 14(9), 855-876. <https://doi.org/10.1080/13674676.2010.533369>
- Arum, R., & Roksa, J. (2011). *Academically adrift: Limited learning on college campuses* (Kindle ed.) [Kindle].University of Chicago Press.
- Ashland University. (2018). <https://www.ashland.edu/adminstration/mission/vision>
- Bernardo, A. B. (2010). Extending hope theory: Internal and external locus of trait hope. *Personality and Individual Differences*, 49(8), 944-949. <https://doi.org/10.1016/j.paid.2010.07.036>
- Cleary, M., Visentin, D., West, S., Lopez, V., & Kornhaber, R. (2018). Promoting emotional intelligence and resilience in undergraduate nursing students: An integrative review. *Nurse Education Today*. 68, 112-120. <https://doi.org/10.1016/j.nedt.2018.05.018>
- Connor, K. M., & Davidson, J. R. (2003). Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC). *Depression and Anxiety*, 18(2), 76-82. <https://doi.org/10/1002/da.10113>
- Gallup-Purdue Index. (2014, May). *Measuring the most important outcomes of higher education*. <https://purdue.edu/newsroom/gallup/>
- George Fox University. (2018). <https://www.georgefox.edu/>
- George Fox University. (2021, January 1). *Quick facts about George Fox University*. [https://georgefox.edu/about/quick\\_facts/index.html](https://georgefox.edu/about/quick_facts/index.html)

Giordano, A. L., & Cecil, A. L. (2014). Religious coping, spirituality, and hypersexual behavior among college students. *Sexual Addiction and Compulsivity*, 21(3), 225-239.

<http://doi.org/10.1080/10720162.2014.936542>

Jordan, K., Masters, K, Hooker, S., Ruiz, J., & Smith, T. (2013). An interpersonal approach to religiousness and spirituality: Implications for health and well-being. *Journal of Personality*, 82(5), 418-431. <https://doi.org.10.1111/jopy.12072>

Katyal, S. (2014). Gender difference in resilience among undergraduate boys and girls with broken-heart. *Indian Journal of Positive Psychology*, 5(4), 505-507.

Morote, R., Hjemdal, O. Krysinska, K., Martinez Uribe, P., & Corveleyn, J. (2017). Resilience or hope? Incremental and convergent validity of the Resilience Scale for Adults (RSA) and the Herth Hope Scale (HHS) in the prediction of anxiety and depression. *BMC Psychology*, 5(1). <https://doi.org/10.1186/s40359-017-0205-0>

Pargament, K. (1997). *The psychology of religion and coping: Theory, research, practice*. New York, NY: Guilford Press.

Pargament, K., Feuille, M., & Burdzy, D. (2011). The brief RCOPE: Current psychometric status of a short measure of religious coping. *Religions*, 2(1), 51-76.

<https://doi.org/10.3390/rel2010051> Richardson, D. (2015).

Richardson, D. (2015). *The complete As You Like It: An annotated edition of the Shakespeare play*. Bloomington, IN: AuthorHouse.

Snyder, C. (2002). Target article: Hope theory: Rainbows in the mind. *Psychological Inquiry*, 13(4), 249-275. [https://doi.org/10.127/s15327965pli1304\\_01](https://doi.org/10.127/s15327965pli1304_01)

Snyder, C. R. (1994). *The psychology of hope: You can get there from here*. New York: Free press. Cited in Snyder, C. R. (2000). Hypothesis: There is hope. In C.R. Snyder (Eds.),

- Handbook of Hope Theory, Measures and Applications* (pp. 3-21). San Diego, CA: Academic Press.
- Snyder, C. R., Cheavens, J. S., & Michael, S. T. (2005). Hope theory: History and elaborated model. In J. Elliot (Ed.), *Interdisciplinary Perspectives on Hope* (pp. 219 - 223). Hauppauge, NY: Nova Science Publishers.
- Snyder, C. R., Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S. T., Yoshinobu, L., Gibb, J., Langelle, C., & Harney, P. (1991). The will and the ways: Development and validation of an individual-differences measure of hope. *Journal of Personality and Social Psychology*, 60(4), 570-585. <https://doi.org/10.1037/0022-3514.60.4.570>
- Tripathi, S. R., Kochar, A., & Dara, P. (2015). Role of self-efficacy and hope in academic procrastination among undergraduate students. *Indian Journal of Positive Psychology*, 6(4), 376-379.
- Wilks, S. E., & Spivey, C. (2010). Resilience in undergraduate social work students: Social support and adjustment in academic stress. *Social Work Education: The International Journal*, 29(3), 276-288. <https://doi:10.1080/02615470902912243>
- Wilt, J. A., Stauner, N., Harriott, V. A., Exline, J. J., & Pargament, K. I. (2019). Partnering god: Religious coping and perceptions of divine intervention predict spiritual transformation in response to religious-spiritual struggle. *Psychology of Religion and Spirituality*, 11(3), 278-290. <https://doi-org.georgefox.idm.oclc.org/10.1037/rel0000221.supp>



## **Appendix A**

### **Informed Consent**

#### **INFORMED CONSENT TO ACT AS A PARTICIPATE IN A RESEARCH STUDY**

You are invited to participate in a research study of your view of your own hope, resilience, and religiousness. This research will examine relationships between hope, resilience, and religiousness. This research will also examine if your institution's practices have impacted your personal development in these areas. The following survey will consist of a demographics form followed by four questionnaires.

To qualify for this research, one must be 18-24 years of age from freshman- senior year, and attend Ashland University or George Fox University.

All information you provide will remain confidential and will not be associated with your identifying information. At any time, you have the freedom to withdrawal or not respond, but for adequate data collection, it will be greatly appreciated for your full participation. Your participation in this study will require approximately 20-30 minutes.

As a token of appreciation, you will be given the option to enter in a raffle for a chance to win 1 of 3 \$10 gift cards. If you choose to enter the raffle, an email address is required and will only be used to contact you for incentive purposes.

If you have any further questions concerning this study, please feel free to contact us through phone or email: Vanessa Campo at [vcampo15@georgefox.edu](mailto:vcampo15@georgefox.edu), 757-818-5188 or Winston Seegobin at [wseegobin@georgefox.edu](mailto:wseegobin@georgefox.edu), (503) 554-2370.

By clicking "OK" and "NEXT," you certify that you have read the preceding information, understand it's content, and agree to the terms above.

**Appendix B****Demographics****DEMOGRAPHICS FORM****Participant #** \_\_\_\_\_

1. Age: \_\_\_\_\_

2. Sex: \_\_\_\_\_

3. Ethnicity: (Please select)

a. European American

b. African-American

c. Asian-American

d. Native American

e. Hispanic/Latino(a)

Other \_\_\_\_\_

4. Which Institution Do You Attend: (Please select)

a. George Fox University

b. Ashland University

5. What is your current grade level at your institution?

a. Freshman

b. Sophomore

c. Junior

d. Senior

6. Has your university facilitated improvement or made opportunities available which increased your sense of hope, resilience, and faith?

7. If yes, what specifically has the university done to increase those factors?
8. If no, what could the university do to help you increase those factors, and are there things you do on your own to improve hope, resilience, and faith?

**Appendix C****Adult Hope Scale (AHS)**

*Directions:* Read each item carefully. Using the scale shown below, please select the number that best describes YOU and put that number in the blank provided.

1. = Definitely False

5. = Slightly True

2. = Mostly False

6. = Somewhat True

3. = Somewhat False

7. = Mostly True

4. = Slightly False

8. = Definitely True

\_\_\_ 1. I can think of many ways to get out of a jam.

\_\_\_ 2. I energetically pursue my goals.

\_\_\_ 3. I feel tired most of the time.

\_\_\_ 4. There are lots of ways around any problem.

\_\_\_ 5. I am easily downed in an argument.

\_\_\_ 6. I can think of many ways to get the things in life that are important to me.

\_\_\_ 7. I worry about my health.

\_\_\_ 8. Even when others get discouraged, I know I can find a way to solve the problem.

\_\_\_ 9. My past experiences have prepared me well for my future.

\_\_\_ 10. I've been pretty successful in life.

\_\_\_ 11. I usually find myself worrying about something.

\_\_\_ 12. I meet the goals that I set for myself.

*Note.* When administering the scale, it is called The Future Scale. The agency subscale score is derived by summing items 2, 9, 10, and 12; the pathway subscale score is derived by adding items 1, 4, 6, and 8. The total Hope Scale score is derived by summing the four agency and the four pathway items.

**Appendix D****Connor-Davidson Resilience Scale (CD-RISC)**

*Directions:* For each statement give the response that best describes your experience: **not true at all (0), rarely true (1), sometimes true (2), often true (3), true nearly all of the time (4)**

	<b>Not true</b>					<b>True</b>				
1 Able to adapt to change	0	1	2	3	4	0	1	2	3	4
2 Close and secure relationships	0	1	2	3	4	0	1	2	3	4
3 Sometimes fate or God can help	0	1	2	3	4	0	1	2	3	4
4 Can deal with whatever comes	0	1	2	3	4	0	1	2	3	4
5 Past success gives confidence for new challenge	0	1	2	3	4	0	1	2	3	4
6 See the humorous side of things	0	1	2	3	4	0	1	2	3	4
7 Coping with stress strengthens	0	1	2	3	4	0	1	2	3	4
8 Tend to bounce back after illness or hardship	0	1	2	3	4	0	1	2	3	4
9 Things happen for a reason	0	1	2	3	4	0	1	2	3	4
10 Best effort no matter what	0	1	2	3	4	0	1	2	3	4
11 You can achieve your goals	0	1	2	3	4	0	1	2	3	4
12 When things look hopeless, I don't give up	0	1	2	3	4	0	1	2	3	4
13 Know where to turn for help	0	1	2	3	4	0	1	2	3	4
14 Under pressure, focus and think clearly	0	1	2	3	4	0	1	2	3	4
15 Prefer to take the lead in problem solving	0	1	2	3	4	0	1	2	3	4
16 Not easily discouraged by failure	0	1	2	3	4	0	1	2	3	4
17 Think of self as a strong person	0	1	2	3	4	0	1	2	3	4

18 Make unpopular or difficult decisions	0	1	2	3	4
19 Can handle unpleasant feelings	0	1	2	3	4
20 Have to act on a hunch	0	1	2	3	4
21 Strong sense of purpose	0	1	2	3	4
22 In control of your life	0	1	2	3	4
23 I like challenges	0	1	2	3	4
24 You work to attain your goals	0	1	2	3	4
25 Pride in your achievements	0	1	2	3	4

## Appendix E

### Brief Religious Coping Scale (Brief RCOPE)

The following items deal with ways you coped with the negative event in your life. There are many ways to try to deal with problems. These items ask what you did to cope with this negative event. Obviously different people deal with things in different ways, but we are interested in how you tried to deal with it. Each item says something about a particular way of coping. We want to know to what extent you did what the item says. *How much or how frequently*. Don't answer on the basis of what worked or not – just whether or not you did it. Use these response choices. Try to rate each item separately in your mind from the others. Make your answers as true FOR YOU as you can. Circle the answer that best applies to you.

1 – not at all

2 – somewhat

3 – quite a bit

4 – a great deal

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Looked for a stronger connection with God.                                  | 1 | 2 | 3 | 4 |
| 2. Sought God's love and care.   | 1 | 2 | 3 | 4 |
| 3. Sought help from God in letting go of my anger.                             | 1 | 2 | 3 | 4 |
| 4. Tried to put my plans into action together with God.                        | 1 | 2 | 3 | 4 |
| 5. Tried to see how God might be trying to strengthen<br>me in this situation. | 1 | 2 | 3 | 4 |
| 6. Asked forgiveness for my sins.  | 1 | 2 | 3 | 4 |
| 7. Focused on religion to stop worrying about my<br>problems.                  | 1 | 2 | 3 | 4 |
| 8. Wondered whether God had abandoned me.                                      | 1 | 2 | 3 | 4 |



9. Felt punished by God for my lack of devotion.	1	2	3	4
10. Wondered what I did for God to punish me.	1	2	3	4
11. Questioned God's love for me.	1	2	3	4
12. Wondered whether my church had abandoned me.	1	2	3	4
13. Decided the devil made this happen.	1	2	3	4
14. Questioned the power of God.	1	2	3	4

## Appendix F

### Religious Problem Solving Scale

Please answer the following items according to the degree to which you assign responsibility to yourself or to God in solving your problems and the level of engagement in the problem-solving process. (1= Never, 2= Rarely, 3= Sometimes, 4= Often, or 5= Always)

1. When I have a problem, I talk to God about it and together we decide what it means.
2. Rather than trying to come up with the right solution to a problem myself, I let God decide how to deal with it.
3. When faced with trouble, I deal with my feelings without God's help.
4. When a situation makes me anxious, I wait for God to take those feelings away.
5. Together, God and I put my plans into action.
6. When it comes to deciding how to solve a problem, God and I work Religious together as partners.
7. I act to solve my problems without God's help.
8. When I have difficulty, I decide what it means by myself without help from God.
9. I don't spend much time thinking about troubles I've had; God makes sense of them for me.
10. When considering a difficult situation, God and I work together to think of possible solutions.
11. When a troublesome issue arises, I leave it up to God to decide what it means for me.
12. When thinking about a difficulty, I try to come up with possible solutions without God's help.
13. After solving a problem, I work with God to make sense of it.

14. When deciding on a solution, I make a choice independent of God's input.
15. In carrying out the solutions to my problems, I wait for God to take control and know somehow He'll work it out.
16. I do not think about different solutions to my problems because God provides them for me.
17. After I've gone through a rough time, I try to make sense of it without relying on God.
18. When I feel nervous or anxious about a problem, I work together with God to find a way to relieve my worries.
19. When I'm upset, I try to soothe myself, and also share the unpleasantness with God so He can comfort me.
20. When faced with a decision, I make the best choice I can without God's involvement.
21. God solves problems for me without my doing anything.
22. When I have a problem, I try not to think about it and wait for God to tell me what it means.
23. In carrying out solutions, I work hard at them knowing God is working right along with me.
24. When a difficult period is over, I make sense of what happened on my own without involvement from God.
25. When faced with a question, I work together with God to figure it out.
26. When I feel nervous or anxious, I calm myself without relying on God.
27. God doesn't put solutions to my problems into action; I carry them out myself.
28. I don't worry too much about learning from difficult situations, since God will make me grow in the right direction.

29. When I am trying to come up with different solutions to troubles I am facing. I do not get them from God but think of them myself.
30. When a hard time has passed, God works with me to help me learn from it.
31. God and I talk together and decide upon the best answer to my question.
32. When faced with a decision, I wait for God to make the best choice for me.
33. I do not become upset or nervous because God solves my problems for me.
34. When I run into trouble, I simply trust in God knowing that he will show me the possible solutions.
35. When I run into a difficult situation, I make sense out of it on my own without divine assistance.
36. The Lord works with me to help me see a number of different ways that a problem can be solved.

Appendix G

Short Responses Table

Table 5

Short Responses

Participant Number	Ashland University (AU) or George Fox University (GFU)	Has your university facilitated improvement or made opportunities available which increased your sense of hope, resilience, and faith?	If yes, what specifically has the university done to increase those factors?	If no, what could the university do to help you increase those factors, and are there things you do on your own to improve hope, resilience, and faith?
1	AU	Yes	The university has offered specific classes for me to take that I may choose to take for religious improvement.	N/A
2	AU	Yes	My university has provided opportunities such as a worship service lead by students.	N/A
3	AU	No	It has not.	To improve my own hope, resilience, and faith I try to see the positives of every situation and always try to talk with people that are close to me about decisions I make so that they can help guide me to a positive path.
4	AU	Yes	The Well	
5	AU	Yes	There are religious clubs and discussions. They also hold lecture you can go to about faith.	I live on the nursing campus and it is isolated. There is a yoga room but I think more social events would help.
6	AU	Maybe	Some staff are nice	My personality is brave and not easily give up. I try my best.
7	AU	No	No	There should be more options, and those options should be well known to students.
8	AU	Yes	I meet with a mentor from the Coalition for Christian Outreach.	

9	AU	Yes	Attending services of The Well on campus and church services.	
10	AU	Yes	Counseling Services	
11	AU	Yes	Student organizations have events.	
12	AU	Yes, I have had many professors provide opportunities in helping me to further my education and making me feel as it is possible	Provide resources, internship opportunities, make me step out of my comfort zone	
13	AU	Yes	They have church services and events every week.	
14	AU	Yes	Given me many opportunities to flourish within my major and provided job opportunities that I wouldn't be able to seek elsewhere.	
15	AU	Yes	A lot of the faculty is really supportive and easy to talk to; there are resources available like counseling and religious life	I go to my own outside counselor and go to church.
16	AU	Yes	Programs on campus.	
17	AU	Yes, AU does an amazing job with helping students to find their faith and grow in it.	They have many religious organizations on campus and they are very encouraging to students to reach out.	I answered yes.
18	AU	Yes	Religious organizations on campus.	
19	AU	No		The university could hold church services or support groups. I go to counseling on my own both on and outside of campus.
20	AU	Yes	Most faculty are especially helpful in aiding students.	N/A
21	AU	Yes	Strong Christian values and groups.	Prayer
22	AU	No		While I understand that I attend a Christian school, many students including myself do not identify with a religion. I feel as if Ashland University does not have and effort established to support those who do not affiliate.

23	AU	I'm sure they have opportunities available	They have worked to make the seminary become a closer part of the university.	
24	AU	Yes	The Well program.	

25	AU	No	No	Make modern church services more available on campus.
26	AU	Yes	It's On Us campus movement.	
27	AU	No		I'm not sure.
28	AU	Yes	Making sure we understand and know the mission statement. Also by adding more religious organizations on campus to be a part of.	
29	AU	Yes	There is a strong presence of different faith organizations to get involved in. There is a faith and society lecture series. Christian Ministries is easy to get in contact with.	N/A
30	AU	No	N/A	Advocate for myself when the university doesn't.
31	AU	Yes	Chapel and mentoring opportunities.	N/A
32	AU	Yes	Having mandatory chapel requirements and the use of Christ all around campus with signs and music.	
33	GFU	Yes	Provide stable confidants.	
34	GFU	Yes	Chapel and resources.	
35	GFU	Yes	Chapel, spiritual emphasis week, integrating faith into curriculum.	
36	GFU	Yes	Mandatory chapel credits.	
37	GFU	Sometimes	Professors are really encouraging.	It's very much just up to the professor.
38	GFU	Yes	Chapel	
39	GFU	Yes	The university has several opportunities for worship and learning more about Jesus.	
40	GFU	Yes	Through sports and required chapel.	
41	GFU	Yes	Integrate many community activities to facilitate involvement.	
42	GFU	Yes	They always try to make sure everyone has a place where they belong and everyone is heard.	
43	GFU	Yes	They create many opportunities to get students together to build relationships with one another and all of our chapels really help increase our faith.	
44	GFU	Yes	There are many opportunities to improve my hope and faith, especially through chapel and religious base projects.	I would nice if they gave more opportunities to the people who aren't are religious as the rest of the more Christian based students.

45	GFU	No		I don't have faith, so they can't do anything about that. Hope and resilience would be increased by encouraging a little perspectives.
46	GFU	Yes	Showed direction in my life	None
47	GFU	Yes	My math teacher hosts my life group. He 's much more than a math teacher, but a mentor and a spiritual encourager.	Evangelizing on campus, prayer and worship on campus

48	GFU	Yes	I've been able to set up meetings whenever I have needed them.	
49	GFU	Yes	Life groups, chapel, different campus events to get connected with people to grow in our faith with community.	
50	GFU	Yes	Offered missions trips, chapel, and most importantly has professors and staff that encourage and care for their students.	
51	GFU	Yes	The requirement of chapel and time set apart from school to focus on my faith has helped me relieve stress and turn to God int times of stress.	
52	GFU	Yes	Chapel, events, community life.	
53	GFU	Yes	The sense of intentional community here and the way people treat each other makes a big difference.	
54	GFU	yes	Classes where you can discuss your faith.	
55	GFU	Yes	Chapels, and different on campus ran events	N/A
56	GFU	Yes	They offer many chapel services and have lots of life groups.	
57	GFU	Yes	Christ centered communities.	Nothing
58	GFU	Yes	Dorm activities and professors that are willing to help.	N/A
59	GFU	Yes	They have created opportunities of groups, chapel, speakers, events, and such to try to increase those senses.	
60	GFU	Yes	Been there for me when I needed help and taught me more about Christ.	
61	GFU	Yes	Faith centers and counseling	
62	GFU	Yes	Chapel is always improving those.	
63	GFU	Yes	Chapels, putting inspirational authority into position.	
64	GFU	Yes	Bible studies, mentors, openness with professors, professors explaining their faith and struggles.	
65	GFU	Yes	Christ centered friendships.	Nothing

66	GFU	No		I could work harder, and pray more.
67	GFU	Yes	Provide an environment for me to learn from others.	



68	GFU	Yes	Chapels, Religious classes, additional opportunities.	
69	GFU	Yes	Weekly chapel, pastors always available, counseling available upon request.	
70	GFU	Yes	Offered chapel services, Life groups, and service projects.	
71	GFU	yes	Opportunities to discuss and reflect on different topics (like chapel or lectures or other events).	
72	GFU	No		
73	GFU	Yes	By having chapel and religion classes	
74	GFU	Yes	Free counseling, professors that care, faculty that tends to put students well-being above money.	
75	GFU	Yes	They provide multiple people that offer guidance.	
76	GFU	Yes	Pray	Less homework.
77	GFU	Yes	Chapel Requirements.	
78	GFU	Yes	Chapel	N/A
79	GFU	Yes, once	Serve day	
80	GFU	yes	They have provided Bible studies, serve groups and weekly chapel	
81	GFU	yes	Mandatory chapel and a general environment centered around God is wonderful.	
82	GFU	yes	Promote religious connection to studies.	
83	GFU	Yes	George Fox has different chapels for different religions and has many religious classes.	N/A
84	GFU	yes	Many of the professors have encouraged visiting them in office hours and know my name	
85	GFU	Yes	Included life groups and a positive dorm life community.	Maybe include it more into our classes.
86	GFU	Yes	Made me feel at home with my classes and professors as well as the opportunities to be involved with faith on campus.	
87	GFU	Yes	Has a good community and Christian faith background.	
88	GFU	Yes	Chapel, faith encouraging faculty.	N/A
89	GFU	I guess	Good professors.	
90	GFU	Yes	Offered a variety and chapels that consist of different topics	N/A
91	GFU	Yes	Chapel	
92	GFU	Yes	Provided opportunities to go to chapel and serve	N/A
93	GFU	Yes	A sense of community	N/A
94	GFU	Yes	The integration of faith seen in professors and chapel opportunities	N/A

95	GFU	Yes	Provided a multitude of chapel services/elective chapel for more understanding of the self.	
96	GFU	Yes	All the classes have a faith aspect.	
97	GFU	Yes	providing chapel services and life groups.	N/A
98	GFU	Yes	Integrating faith into education.	
99	GFU	Yes	Integrated Christ into every class, given us opportunities to get to know faculty, always have someone to talk to.	
100	GFU	Yes	Prayer request from professors, chapel.	
101	GFU	Yes	Different life groups and the options to attend student activities.	
102	GFU	yes	Encourages a strong Christian foundation. Its more the people that I'm surrounded by than the University itself.	I read my Bible and pray in the morning to improve my own faith.
103		Yes	Provide wonderful chapel opportunities as well as a welcoming sense that the professors support and care about both my grades and me as a person.	
104		Yes	Host a good environment which can help for growth with friends	

## Appendix H

### Curriculum Vitae

VANESSA M. CAMPO, PsyD

#### EDUCATION

- PsyD** Graduate School of Clinical Psychology,  
George Fox University graduated May 2021  
Dissertation: “The Role of Hope, Resilience, Religious Coping, and Religious Problem Solving in College Students’ Development”  
Committee: Winston Seegobin, PsyD (chair), Kristie Knows His Gun, PsyD, & Mark McMinn PhD
- MA** Graduate School of Clinical Psychology, December 2017  
George Fox University
- BS** Regent University, Psychology May 2014

#### SUPERVISED CLINICAL EXPERIENCE

- Resident:** Eden Counseling and Consultation  
11/2020- current  
Supervisor/ Owner: Paul VanValin PhD
- Increased my skills in working with a variety of ages and diagnoses in individual therapy. Assessment experience completing diagnostic interviews, administering assessment, editing assessment, and providing feedback to clients. Co-leader of a Dialectical Behavioral Therapy group. Additionally, worked to train new employees in assessment and consultation.
- Internship:** Grand Valley State University, University Counseling Center  
07/15/2019- 07/14/2020  
Internship Training Director: Pamela Miller PhD  
Director of Clinical Training: Eric Klingensmith PsyD  
Supervisors: Nick Debernardi, PhD & Abraham Eapen, PsyD  
Athletics Supervisor: Nicole Marganti, PsyD
- Increased my skills in individual counseling working with a population of traditional and untraditional undergraduate students. Assessment experience with integrating assessment into individual counseling with clients. Crisis training and

coverage for students during and after office hours. Developed programming for the Athletic Department called Laker Impact Series, educating student-athletes in mental health, how life changes after being a student-athlete, career search education, and maintaining financial well-being. I provided supervision to a master of social work trainee. Additionally, working with the other doctoral interns I participated in training the 2020-2021 master of social work trainees.

**Pre-Internship:** George Fox University, Health and Counseling Center

08/2018- 05/2019

Supervisors: Luann Foster, PsyD & William Buhrow, PsyD

- Skills building in individual therapy working with a population of undergraduate students. Additional skill building in assessment administration and interpretation of results. Work with students at a private Christian institution's health and counseling center. Students arrive to therapy with a variety of presenting problems including anxiety, depression, and stress management. Additionally, as a practicum student I am participating in weekly group supervision provided by the two licensed psychologists.

**Practicum I & II:** Chemawa Indian School and Indian Health Services

08/2016- 05/2018

Supervisors: Kristie Knows His Gun, PsyD, Adam Goddard, LMFT, and Jessica Johnson, LPC

- Given individual, as well as group training in psychotherapy and assessment. Skills building in individual therapy, administration and interpretation of assessment data, report writing and consultation with nurse practitioners. Due to the unique nature of the site, and the breadth of need this site was a two year commitment. I would split my time between the school setting, and the community health clinic. Development in professional skills regarding consultation with clinic staff, as well as, consultation with school staff when working with students. Having consultation with parents about their children, and giving feedback about Individualized Education Plans in terms easily understood.

**Pre-Practicum:** George Fox University, Newberg, Oregon

08/2015-12/2015

Supervisors: Elizabeth Hamilton, Ph.D. and April Brewer, M.A.

- Given graduate level individual direction as well as training in psychotherapy. Skills building included intake interviews, nonverbal and semi-verbal listening, and videotaped simulated therapy with classmates.
- **Clinical Team:** George Fox University Graduate Department of Clinical Psychology  
Clinical teams are composed of students from every cohort in the program. Students present and discuss clinical cases from their practicum sites integrating their preferred orientation. Students are accompanied by a licensed psychologist

to lead the team, and their supervisor gives them feedback to improve the skills of the students.

**Group Supervisor for Fall 2018- Spring 2019:** Celeste Jones, PsyD

**Group Supervisor for Fall 2017- Spring 2018:** Joel Gregor, PsyD

**Group Supervisor for Fall 2016- Spring 2017:** Mary Peterson, PsyD

**Group Supervisor for Fall 2015-Spring 2016:** Elizabeth Hamilton, PhD

## RESEARCH EXPERIENCE

**Dissertation:** “The Role of Hope, Resilience, Religious Coping, and Religious Problem Solving in College Students’ Development”

Committee: Winston Seegobin, PsyD (chair), Kristie Knows His Gun, PsyD, & Mark McMinn PhD

## ACTIVITIES/AWARDS/VOLUNTEER EXPERIENCE

- Diversity Scholarship  
08/2015- Current
  - Each year I have been awarded the Diversity scholarship through the university. The scholarship is awarded to students of diverse backgrounds, and identify with their cultural heritage.
- Gender and Sexuality: Student Interest Group  
08/2015- Current  
Student Participant
  - The Gender and Sexuality student interest group is a student run committee. In the student group we discuss issues that surround gender and sexuality. We bring up topics that may be of concern to clients, and how can we address these issues in therapy without being insensitive.
- Multicultural Committee  
08/2015- Current  
Student Participant
  - The multicultural committee is a student interest group which highlights multicultural concern. Students come together to discuss important political and social issues which affect us all. The multicultural committee also collaborates with other student interest groups as well (ex. The Gender and Sexuality Student Interest Group).
- George Fox University Serve Day  
08/2015, 09/2016, & 09/2017  
Volunteer
  - As a student at George Fox University I actively participated in the institution’s yearly serve day. The Graduate Department of Clinical Psychology would volunteer at Juliette’s house to complete yard clean up, and

to also assist with mailing out newsletters. It has been a joy to assist with restoring this wonderful organization yearly.

- 
- Eden Counseling and Consultation, Virginia Beach, Virginia  
05/2011-07/2011  
Volunteer/Intern  
Supervisors: Paul Van Valin, Psy.D. and Judy Lunden, Psy.D.
  - At Eden Counseling and Consultation I learned the proper procedure for interacting with a variety of clients. I particularly realized the critical importance of client confidentiality. I learned different methods of assessment of both evaluation and testing, and was even able to sit in on several client assessments. I was also taught how to write up client assessment reports. Finally, I sat in on client initial interviews, as well as in a feedback session while client was given their results and informed of treatment recommendations.

## POSTERS AND PRESENTATIONS

### **The Impact of Institutional Practices on Students' Personal Development**

*American Psychological Association: August 2019*

Authors: Vanessa Campo, MA, Winston Seegobin, PsyD, Kristie Knows His Gun, PsyD, Mark McMinn, PhD

### **Effectiveness of a Multidisciplinary Response to Treating Chronic Pain and Depressive Symptoms in a Rural Population**

*Oregon Psychological Association Conference: May 2018*

Authors: Sylvia Ramirez, MA, Christabel Leonce, MA, Annika Johnson, MA, Vanessa Campo, MA. And Kathleen Gathercoal, PhD

### **Poster Presentation: Speaking the Language Through Clinical Practice: Going Beyond the Textbook for Cultural Competence**

Authors: Kristie Knows His Gun, PsyD, Glenna Andrews, PhD, Vanessa Campo, MA, Colleen Conklin, MA, and Kyle Webster, BA

## PROFESSIONAL AFFILIATIONS

2017- 2019                      Oregon Psychological Association (Student Affiliate)

2015- Present                      American Psychological Association (Student Affiliate)

## PROFESSIONAL TRAINING AND WORKSHOPS

### **Emotionally Focused Therapy: A Step-by-Step Approach to Harnessing the Power of Emotion**

Speaker: Susan Johnson, EdD

Site: Online Training, Original Program Date: 3/22/2018, Test Completed: 4/17/2020

**Critical Incident Stress Management**

Speaker: Eric Klingensmith

Site: Grand Valley State University, Allendale, Michigan 8/2019

**Colloquium: Spiritual Formation and the Life of a Psychologist; Looking Closer at Soul-Care**

Speakers: Mark McMinn, PhD and Lisa McMinn PhD

Site: George Fox University, Newberg, Oregon 9/26/2018

**Colloquium: Integration and Ekklesia**

Speaker: Mike Vogel, PsyD

Site: George Fox University, Newberg, Oregon 3/14/2018

**Grand Rounds: History and Application of Interpersonal Psychotherapy**

Speaker: Carlos Taloyo, PsyD

Site: George Fox University, Newberg, Oregon 2/14/2018

**Colloquium: Telehealth**

Speaker: Jeff Sodahl, PsyD

Site: George Fox University, Newberg, Oregon 11/8/2017

**Grand Rounds: Using Community Based Participatory Research (CBPR) to Promote Mental Health in American Indian/Alaska Native (AI/AN) Children, Youth and Families**

Speaker: Eleanor Gil-Kashiwabara, PsyD

Site: George Fox University, Newberg, Oregon 10/11/2017

**Colloquium: Spring Diversity Colloquium**

Speaker: Winston Seegobin, PsyD and Mary Peterson PhD

Site: George Fox University, Newberg, Oregon 3/22/2017

**Colloquium: Domestic Violence: A Coordinated Community Response**

Speaker: Patty Warford and Sgt Todd Baltzell

Site: George Fox University, Newberg, Oregon 3/1/2017

**Grand Rounds: Native Self-Actualization: It's Assessment and Application In Therapy**

Speaker: Sidney Brown, PsyD

Site: George Fox University, Newberg, Oregon 2/8/2017

**Colloquium: When Divorce Hits The Family: Helping Parents and Children Navigate**

Speaker: Wendy Bourg, PhD

Site: George Fox University, Newberg, Oregon 11/9/2016

**Workshop: REPIT Training**

Speaker: Molly Winterrowd, M.A.

Site: George Fox University, Newberg, Oregon

**Colloquium: Sacredness, Healing, and Naming: Lanterns Along the Way**

Speaker: Brooke Kuhnhausen, PsyD

Site: George Fox University, Newberg, Oregon 10/12/2016

**Grand Rounds: Managing Diverse Clients**

Speaker: Sandra Jenkins, PhD

Site: George Fox University, Newberg, Oregon 3/16/2016

**Colloquium: Neuropsychology: What Do We Know 15 Years After the Decade of the Brain? And Okay, Enough Small Talk. Let's Get Down to Business!**

Speakers: Trevor Hall PsyD & Darren Janzen PsyD

Site: George Fox University, Newberg, Oregon 2/17/2016

**Grand Rounds: Managing Emerging Sexuality in Therapy**

Speaker: Joy Mauldin, Psy.D.

Site: George Fox University, Newberg, Oregon 10/21/2015

**Colloquium: Relational Psychoanalysis and Christian Faith: A Heuristic Dialogue**

Speaker: Dr. Mary Hoffman

Site: George Fox University, Newberg, Oregon 9/30/2015

**REFERENCES**

Abraham Eapen, PsyD

Phone: 616-331-3266

Email: [eapena@gvsu.edu](mailto:eapena@gvsu.edu)

Nicholas Debernardi, PhD

Phone: 616-331-3266

Email: [debernan@gvsu.edu](mailto:debernan@gvsu.edu)

Eric Klingensmith, PsyD

Phone: 616-331-3266

Email: [klingene@gvsu.edu](mailto:klingene@gvsu.edu)