

COLLEGE COUNSELING & PSYCHOLOGICAL SERVICES KNOWLEDGE BASE:

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COLLEGE STUDENT HEALTH LITERATURE

PHASE 2: 2009-2013



**College Counseling & Psychological Services Knowledge Base
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<u>Contents</u>	<u>Pages</u>
• Annotated Bibliography: College Student Health Literature, 2009-2013	
○ Theme 1: Specialized Populations	3-6
○ Theme 2: Professional Issues & Trends	7-10
○ Theme 3: Depression and Suicide	11-14
○ Theme 4: Substance Use	15-17
○ Theme 5: College Student Counseling and Mental Health Needs & Presenting Concerns	18-20
○ Theme 6: Counseling Interventions	21-22
○ Theme 7: Eating Disorders	23-24
○ Theme 8: Intake and Assessment	25
• References: College Student Health Literature, 2009-2013	26-32



THEME 1: SPECIALIZED POPULATIONS

Armstrong, S. & Oomen-Early, J. (2009). Social connectedness, self esteem, and depression symptomatology among collegiate athletes versus non-athletes. *Journal of American College Health*, 57 (5), 521-526.

Limited research has been conducted on the overall health and well-being of collegiate athletes. The study compares student athletes with non-athletes on whether there are different perceived levels of social connectedness, self-esteem, and depression. The students were measured using the Center for Epidemiologic Studies Depression Scale (CES-D), the Rosenberg Self-Esteem Scale (RSES), and the Social Connectedness Scale-Revised (SCS-R). The results indicated that 33.5% of the participants had clinically significant levels of depression. Although there was less depression among the athletes compared to the non-athletes, there was not a significant difference. The athletes did have more social connectedness and self-esteem. There were significant correlations between social-connectedness and self-esteem, social connectedness and depression (inversely) and self-esteem and depression (inversely). Gender also had a significant difference with depression being more prevalent among females.

Barry, A. E., Whiteman, S. D., & Macdermid Wadsworth, S. M. (2012). Implications of posttraumatic stress among military-affiliated and civilian students. *Journal of American College Health*, 60(8), 562-573.

This study provided evidence that military students who were exposed to combat-related trauma tended to experience post-traumatic stress symptoms at greater rates than other military students and civilian students. However, PTS symptoms were unrelated to academic factors for those exposed to combat trauma. Further, post-traumatic symptoms were associated with problem drinking and problematic consequences of alcohol use for all groups.

Barton, A. L. & Kirtley, M. S. (2012). Gender Differences in the relationships among parenting styles and college student mental health. *Journal of American College Health*, 60 (1), 21-26.

Parenting styles may have an influence on stress levels and depression among college students. The purpose of this study was to explore the influence parenting styles have on student stress, anxiety, and depression, focusing on gender differences. Two hundred and ninety students completed surveys. The results indicated that daughters' ratings on affective measure were more related to mothering styles, while sons' ratings on affective measures were more related to fathering styles. Permissive mothering and depression along were mediated by stress and anxiety for females. Also for females, anxiety mediated authoritative mothering and depression. No significant relationships between parenting styles and affective variables were found for men. Campus orientations, counseling centers, and student affairs may include problem solving skills and activities that address adjustment issues for incoming students.

Blosnich, J. & Bossarte, R. (2012). Drivers of disparity: Differences in socially based risk factors of self-injurious and suicidal behaviors among sexual minority college students. *Journal of American College Health*, 60 (2), 141-149.

Suicide is the third leading cause of death among gay, lesbian, and bisexual (LGB) populations. This study analyzed risk factors associated with self-injurious behavior, suicide ideation, and suicide attempt among the LGB college student population. Data from the American College Health Association's (ACHA) National College Health Assessment (NCHA) was analyzed. The results of the analysis indicated the LGB population reported more socially based stressors and higher rates of self-injurious and suicidal behaviors compared to heterosexuals. Bisexuals had the highest prevalence of self-injurious and suicidal behaviors. Self-injurious behaviors were consistently associated with intimate partner violence.

Brittian, A. S., Umana-Taylor, A. J., Lee, R. M., Zamboanga, B. L., Kim, S. Y., Weisskirch, R. S., Castillo, L. G., Whitbourne, S. K., Hurley, E., Huynh, Q-L., Brown, E., J., & Caraway, J. S. (2013). The moderating effects of centrality on associations between ethnic identity affirmation and ethnic minority college students' mental health. *Journal of American College Health, 61*(3), 133-140.

Results of this large multi-institution study of more than 3500 college students representing Latino/a, Asian American, and African American college populations support associations between ethnic affirmation, which is an aspect of ethnic identity, and mental health for Latina/o and Asian American students with higher levels of self-reported ethnic centrality. However, for African American students greater ethnic affirmation predicted mental health, but not as function of levels of self-reported ethnic centrality.

Han, X., Han, X., Luo, Q., Jacobs, S., & Jean-Baptiste, M. (2013). Report of a mental health survey among Chinese international students at Yale University. *Journal of American College Health, 61* (4), 1-8.

This study examined prevalence of depression and anxiety in Chinese international students and identified components that might contribute to the anxiety and depression. The authors also explored the students' perceptions of mental health issues and counseling services. Chinese students at Yale University completed an online survey. The results indicated that 45% reported having symptoms of depression and 29% reported having symptoms of anxiety. Higher levels of depressive and anxiety symptoms were associated with poor current health, a poor relationship with one's advisor, and a low exercise regimen. Of the respondents, 27% were unaware of mental health and counseling services available to them on campus. Efforts should be made to increase awareness of counseling services and to improve relationships between advisors and students.

Herman, S. Archambeau, O. G., Deliramich, A. N., Kim, B. S. K., Chiu, P. H., Frueh, B. C. (2011). Depressive symptoms and mental health treatment in an ethnoracially diverse college student sample. *Journal of American College Health, 59* (8), 715-720.

Evidence suggests an increase in depression on college campuses, but only about 10% of students report being treated for their depression. This study compares depressive symptoms of Asian Americans, European Americans, Native Hawaiians, and Pacific Islanders as well as the utilization of mental health treatment. Students in introductory psychology courses were administered the Center for Epidemiological Studies Depression Scale (CES-D). The authors found no difference in levels of depressive symptoms among the ethnoracial groups. However, 71% of the participants with high levels of depressive symptoms did not receive any mental health treatment. Also, European Americans were 3.7 times more like to have sought mental health treatment compared to the other groups. Colleges and Universities should make concerted

efforts to reach out to depressed college students, especially those of ethnoracial minority groups.

Kerr, D. L., Santurri, L., & Peters, P. (2013). A comparison of lesbian, bisexual, and heterosexual college undergraduate women on selected mental health issues. *Journal of American College Health, 61* (4), 185-194.

This study examines the mental health characteristics of lesbian and bisexual women compared to heterosexual women. Participants were part of the American College Health Association National College Health Assessment II (ACHA-NCHA-II). After comparing the three groups, bisexuals reported the worst mental health status in all areas (anxiety, anger, depressive symptoms, self-injury, and suicidal ideation and attempts). Lesbian and bisexual women had a greater likelihood of having mental issues compared to heterosexual women and were also more likely to seek mental health services.

Laurence, B., Williams, C., & Eiland, D. (2009). Depressive symptoms, stress, and social support among dental students at a historically black college and university. *Journal of American College Health, 58* (1), 56-63.

According to research, students in graduate school or a professional school are more at risk of having depression or depressive symptoms which can result in worse academic performance. The authors examined a dental school at a historically black college and evaluated how prevailing depressive symptoms were among the students and also measuring social support and stress. The results indicated that the dental students did have a higher prevalence of depressive symptoms compared to the general African-American populations. Also, students with high depressive symptoms had higher levels of stress and lower levels of social support. There was an association between high depressive symptoms and low social support despite the level of stress as well. The author concluded that depressive symptoms are a serious psychological risk among dental students that needs to be addressed and further research is needed.

Li, L. P., Chow, K. W., Griffiths, S., Zhang, L., Lam, J., & Kim, J. H. (2009). University based peer health education in China: The Shantou Experience. *Journal of American College Health, 57* (5), 549-551.

China has just recently started implementing peer health education programs at their universities. This article surveyed 30 peer educators at a Chinese university evaluating the peer education program and the student perceptions of the program. Overall, the program had a positive evaluation by both peer educators and students. About one-quarter of the students indicated they would contact a peer educator. Western peer educators typically focus on drug abuse and binge drinking while the Chinese educators focused more on safer sex, mental health, physical activity, and perceived diet. The authors concluded that although the peer education program was a success, cultural adaptations will be required for improving the effectiveness of the program.

Nam, S. K., Chu, H. J., Lee, M. K., Lee, J. H., Kim, N., & Lee, S. M. (2010). A meta analysis of gender differences in attitudes toward seeking professional psychological help. *Journal of American College Health, 59* (2), 110-116.

Many students choose to seek psychological services due to a variety of challenges and experiences. The authors examine the influence gender may have on attitudes toward seeking psychological help as well as cultural factors could influence gender differences. Results

indicated that females are more likely to have a positive attitude toward psychological services compared to males. Caucasian American students exhibited larger gender differences compared to Asian or Asian American students, but students from Western culture were more likely to seek help. Implications for the study include psychological services creating services that are more responsive and appropriate for clients.

Schwitzer, A. M. (2009). Adapting to students' social and health needs: Suggested framework for building inclusive models of practice. *Journal of American College Health, 58* (1), 5-10.

Based on previous college health research, the author uses 3 examples to demonstrate a 5-step framework that research practitioners can use to accurately address the needs of diverse campus populations with health programs and services. The author demonstrates using the framework with examples of students with Eating Disorders Not Otherwise Specified diagnoses, African American students' social adjustment, and minority sexual orientation students' identity development. Health Centers can utilize the framework to assess whether they are adequately providing for diverse student populations. Limitations to the framework include: the framework may not be as advanced for more experienced researchers and theorists, the examples were pulled from limited sources, and utilizing the framework requires expertise, adequate resources and institutional commitment.

Sing, C.Y. & Wong, W.S. (2010). Prevalence of insomnia and its psychosocial correlates among college students in Hong Kong. *Journal of American College Health, 59* (3), 174-182.

Numerous psychosocial risk factors have been identified for insomnia. However, few studies have examined insomnia and Chinese college students. This study examined the correlation between insomnia and factors such as: stress, optimism, depression, sociodemographic and lifestyle characteristics among Chinese college students in Hong Kong. The results indicated that stress and depression were significantly associated with insomnia. Sixty-eight percent of the students exhibited the prevalence of insomnia. Gender differences were found in the use of sleep medication, but no differences were found in sleep pattern or quality.

Vasquez, F. L., Otero, P. & Diaz, O. (2012). Psychological distress and related factors in female college students. *Journal of American College Health, 60* (3), 219-225.

There has been an increase in anxiety, depression, substance use, and personality disorders among college students. The authors assessed psychological distress among female Spanish college students and examined the distress in relation to socio demographic and academic factors. Participants were interviewed and completed the Symptom Checklist-90-Revised (SCL-90-R). The results of the study indicated college women did have elevated psychological distress compared to other women. In addition, college women under the age of 20 experienced more distress than older women and financially independent women scored higher on somatization, paranoid ideation, and psychoticism compared to women that are financially dependent. Spanish women in the health sciences suffered the greatest psychological distress.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Health Literature, 2009-2013

THEME 2: PROFESSIONAL ISSUES & TRENDS

ACHA White Paper (2010). Considerations for integration of counseling and health services on college and university campuses. *Journal of American College Health*, 58 (6), 583-596.

Integrating health services with mental health services could be more beneficial for students. Some students may feel more comfortable seeing a healthcare professional for concerns. Also, many mental health concerns initially present with a physical problem and it is important to rule out physical ailment when diagnosing mental disorders. By integrating services, students are provided a more holistic care. This article examines some of the benefits and challenges that colleges and universities have had with their current structure of integrated student health and counseling services. Of the schools surveyed, the most common structure was assistant directors of the health center and counseling center reporting to a center director and that person reporting to a senior student affairs officer. Most of the centers reported having more efficient and comprehensive services once they integrated. Schools also discussed the initial resistance to integration and debates over record sharing as challenges. Although, the schools varied in structure of integration, most schools shared common aspects of enhanced care and improved outcomes.

ACHA's Emerging Public Health Threats and Emergency Response Coalition & Campus Safety and Violence Coalition (2011). Emergency planning guidelines for campus health services: An all-hazards approach. *Journal of American College Health*, 59 (5), 438-449.

The American College Health Association (ACHA) developed guidelines for emergency planning and preparedness for all hazards (i.e. act of violence, natural/manmade disaster, public health threat). The guidelines discuss topics such as: communication, psychological impact of crisis, national preparedness and response systems, mitigation/prevention, campus health service staff education and preparedness, supplies/equipment/services, clinical care and triage management, on campus partnerships, and evaluation and improvement. The guideline also provides checklists and resources to be utilized as a planning tool.

Aronowitz, T., & Vaughn, J. (2013). How safe are college campuses? *Journal of American College Health*, 61(2), 57-58.

This editors' essay introduces firearm use and gun control questions on college campuses as public health issues and present campus shooting incidents in the context of public health emergencies.

Caley, C. F., Webber, D., Kurland, M., & Holmes, P. (2010). The role of a psychiatric pharmacist in college health. *Journal of American College Health*, 58 (4), 393-396.

Psychiatric diagnoses have become more prevalent on college campuses, as well as the use of psychotropic medications. The use of a psychiatric pharmacist may be an effective way of meeting the mental health care needs. The authors discuss a clinical project that incorporated utilizing a psychiatric pharmacist consulting and educating nurse practitioners in the Counseling

and Mental Health Services Department of Student Health Services on a weekly basis. The results of the project had positive outcomes. The nurse practitioners reported that the pharmacist provided sound clinical recommendations and increased their knowledge about pharmacotherapy. The students also had a positive response by following through with the recommendations of the psychiatric pharmacist.

Davenport, R. (2009). From college counselor to “risk manager”: The evolving nature of college counseling on today’s campuses. *Journal of American College Health*, 58 (2), 181-183.

The author discusses how, following the Virginia Tech massacre, homicide has replaced suicide as the “most significant risk” situation that now confronts counselors. In response, counseling centers have made efforts to improve communication, intervention, and prevention methods. The author also discusses how the expectations and responsibilities have changed for her. Now, in addition to counselor, she is a “risk manager”. She discusses how the two roles can interfere with the therapeutic relationship and questions if the role of counselor is being compromised due to the increased expectations as “risk managers”. She ponders if focusing more on risk-assessment as opposed to “being present” with the student is less effective and encourages college counselors to question what are some alternatives and more meaningful ways to help these students.

Kraft, D. P. (2009). Mens sana: The growth of mental health in the American College Health Association. *Journal of American College Health*, 58 (3), 267-275.

The first mental health service at a college was created in 1910 to treat emotional problems and personality development. The American College Health Association established a Mental Hygiene Committee in 1954 and created the Mental Health Section for individual and institutional membership in 1957. In the 1960’s and 70’s, mental health services grew rapidly. Currently, most colleges and universities use an interdisciplinary approach to address student problems. The ACHA encourages health education and health promotion in mental health and substance abuse prevention and treatment.

Kraft, D.P. (2011). One hundred years of college mental health. *Journal of American College Health*, 59 (6), 477-481.

The first organized mental health service for students was developed at Princeton University in response to many of their students leaving school due to emotional and personality issues. Although, many schools followed and established similar programs, most schools delayed due to lack of trained professionals. In 1931, the National Conference on Health in Colleges implemented a set of standards for mental hygiene services. A survey conducted in 1947, found that 15% of college students utilized mental health services. By 1954 many schools were using a multidisciplinary staff to treat students with mental health problems. The American College Health Association published its first set of standards in 1961 which included mental health services. Prevention oriented programs were also sponsored by the National Institute on Alcohol Abuse and Alcoholism at many colleges in the 1970s. Many professional organizations over the years have established specific subsections for college and university counseling.

McIntosh, B.J., Compton, M. T., & Druss, B. G. (2012). The limitations of university-based health insurance for students with mental illnesses. *Journal of American College Health*, 60(8), 596-598.

These authors present an argument that the current trends of (1) requiring students to demonstrate proof of health insurance prior to enrollment, and of (2) institutions contracting with insurers to provide school-based health insurance options, which make access to health care contingent on enrollment, may be disadvantageous and present special challenges for students with mental illnesses.

Pizzarello, S. & Taylor, J. (2011). Peer substance use associated with the co-occurrence of Borderline Personality Disorder features and drug use problem in college students. *Journal of American College Health, 59 (5), 408-414.*

There has been considerable research on the co-occurrence of Borderline Personality Disorder (BPD) and substance use. BPD can have negative outcomes on college students such as poor academic performance and social maladjustment. This study examines the influence substance use of social groups has on co-occurrence BPD and drug use problems. The results of the study indicated that the use of substance by one's immediate social network did contribute to both BPD features and drug use problems. These results suggest that instead of changing one's basic personality (when treating BPD and drug problems), changing one's social network may be more modifiable.

Price, J., Mrdjenovich, A. J., Thompson, A., & Dake, J. A. (2009). College counselors' perceptions and practices regarding anticipatory guidance and firearms. *Journal of American College Health, 58 (2), 133-139.*

With campus shooting prevalent in society and increased efforts to make firearms more accessible to college students, college counseling centers need to be more attentive to potential firearm violence. The study assessed "how many college counselors are discussing firearm safety with their clients, if they perceive firearm safety as a greater problem for clients with mental health issues compared to the general college population, how confident they are to discuss firearm safety, if they believe discussing firearm safety will reduce firearm trauma, what they perceive as their most common barrier, where they have received their firearm safety information, and what factors characterize counselors who report being involved in firearm anticipatory guidance versus those who are not involved". The results supported previous research indicating that 6% of the respondent regularly discussed firearm safety with their clients despite the majority of the participants perceiving that clients with mental health problems were "considerably greater" or "slightly greater" at risk of perceived firearm safety issues. The author suggests the counseling center be more proactive and perhaps a standard protocol in firearms safety training seminars among staff.

Scheyett, A. M. & Rooks, A. (2012). University students' view on the utility of psychiatric advance directives. *Journal of American College Health, 60 (1), 90-93.*

Serious mental illnesses can have a negative impact on university students. Psychiatric advance directives (PADs) allow a person to document what they would like for treatment in the event they have a psychiatric crisis. The authors examine the practicability of using PADs in a university setting. Participants completed a 10-item survey. Overall, students perceived PADs to be beneficial. The biggest concern for students was confidentiality. Many students agreed that acceptance of possible having a serious mental illness might be a barrier to students completing PADs. Finally, students discussed the importance of having someone they trust help them with the paperwork of PADs.

Varlotta, L. E. (2012). Toward a more data-driven supervision of collegiate counseling centers. *Journal of American College Health*, 60 (4), 336-339.

In response to the call for higher education accountability, this article discusses the move towards a more data-driven approach to counseling center supervision. The first key factor is that the budget and staffing decision at university centers are shaped by the perceived increase in student pathology. The author then points out that there is an emergence of conflicting research that either verify or refute that perception suggesting that decision-making shouldn't be based on one study alone. The author then suggests that centers should collect data to help guide their staffing and budgeting decisions. By using data, quality care should be more efficient, effective, and more tailored to the needs of the university.

THEME 3: DEPRESSION & SUICIDE

Chung, H., Klein, M. C., Silverman, D., Corson-Rikert, J., Davidson, E., Ellis, P., & Kasnakian, C. (2011). A pilot for improving depression care on college campuses: Results of the College Breakthrough Series-Depression (CBS-D) Project. *Journal of American College Health, 59* (7), 628-639.

Rates of students being diagnosed with depression have increased on college campuses. However, rates for students receiving treatment for the depression or other mood disorders are low. The authors implemented a pilot program, the Chronic Care Model (CCM) at eight different college health centers to identify, treat, and track depressed students. The centers had to develop systematic implementation of depression screening in primary care, obtain baseline depression severity score when initiating treatment, plan and implement proactive follow-up using reminder systems, monitor severity of symptoms in depressed students and adjust treatment as needed, and develop and document self-management goals in order to engage the student in activities that promote recovery. During the program, 801 students were treated and tracked for process and outcomes assessment. The project had successful results and were able to identify key components for the success such as: collaboration between medical and counseling services, screening of at-risk students who may not self-identify, outcomes-driven care to achieve greater quality and benchmarking to identify gaps in treatment, and support appropriate resourcing and to reinforce the safety net for vulnerable students with clinical depression and potential suicidality.

Cukrowicz, K. C., Schlegel, E. F., Smith, P. N., Jacobs, M. P., Van Orden, K. A., Paukert, A. L., ... Joiner, T. E. (2011). Suicide ideation among college students evidencing subclinical depression. *Journal of American College Health, 59* (7), 575-581.

Reduced attention to suicide risk factors has made identifying suicide risk in college students difficult. Often, suicide ideation is associated with severe depression. The author conducts three studies exploring the severity of depressive symptoms and suicide ideation. A sample of college students completed self-reports about depressive symptoms and suicide ideation. Results from the studies indicated that students with mild and moderate depressive symptoms had significant suicide ideation. Students with severe depressive symptoms had elevated suicide ideation. Questions pertaining to self-injurious behaviors and suicide ideation should be asked to all students with depressive symptoms, based on the study.

Czyz, E. K., Horwitz, A. G., Eisenberg, D., Kramer, A., & King, C. A. (2013). Self-reported barriers to professional help seeking among college students at elevated risk for suicide. *Journal of American College Health, 61* (7), 398-406.

This study examined college students who are at elevated suicide risk and explore the barriers to these students seeking professional help and determine if these barriers vary by demographic or clinical characteristics. Participants were non-treatment seekers that completed a web based survey. Students reported common barrier of perceiving that treatment is not needed, not having the time, and preference for self-management. Barriers were influenced by some demographics such as gender and race. Severity of depression symptoms and alcohol abuse also had an influence.

Downs, M. F. & Eisenberg, D. (2012). Help seeking and treatment use among suicidal college students. *Journal of American College Health, 60 (2), 104-114.*

Suicide continues to be problematic on U.S. college campuses. However, many students that have suicide ideation do not seek mental health services. The authors examined attitudes, beliefs, and social network factors associated with suicidal students seeking help. Students completed a web-based survey assessing mental health service utilization among students reporting serious thoughts of suicide. Results indicated that over half of the participants that reported suicide ideation received some sort of treatment. GLBQ students and white students were more likely to seek treatment. Respondents with a perceived need for help, beliefs in the effectiveness of therapy, and perceived stigma were more likely to get treatment. Respondents that had personal stigma and positive relationships were less likely to take part in treatment.

Hirsch, J. K. & Barton, A. L. (2011). Positive social support, negative social exchanges, and suicidal behavior in college students. *Journal of American College Health, 59 (5), 393-398.*

Suicide is the second leading cause of death for young adult college students. Social support and interactions can be a positive influence for a college student. The authors examined how social support and negative social exchanges effected suicide outcomes. Participants completed an online survey. Results indicated that 46% of the students had reported suicidal ideation in the past year. Emotional, informational, and tangible support were associated with lower levels of suicidal thoughts and behaviors. Only tangible social support and negative social exchanges were significant predictors of suicide outcomes. Transition to college can be a difficult time for students and it is important that college students maintain a variety of support to reduce suicide risk.

Hirsch, J. K., Visser, P. L., Chang, E. C., & Jeglic, E. L. (2012). Race and ethnic differences in hope and hopelessness as moderators of the association between depressive symptoms and suicidal behavior. *Journal of American College Health, 60 (2), 115-125.*

Identifying culture specific risk and protective factors may be an effective way to prevent suicide among diverse college students. The authors examined how trait hope, general tendency to believe in one's ability to successfully engage in goal-oriented behavior, and hopelessness may affect depressive symptoms and suicidal behavior. Diverse samples of students were assessed for depressive symptoms, hopelessness, and trait hope. Results indicated that hopelessness alleviated the association between depression and suicide outcomes for participants in the black and white groups. Trait hope significantly contributed to reduced suicide risk for the Hispanic and white groups. These findings, suggest that hope and hopelessness may impact suicide risk and differ among ethnicities.

Keyes, C. L. M., Eisenberg, D., Perry, G. S., Dube, S. R., Kroenke, K., Satvinder, S. D. (2012). The relationship of level of positive mental health with current mental disorders in predicting suicidal behavior and academic impairment in college students. *Journal of American College Health, 60(2), 126-133.*

These authors presents results a study suggesting that assessing for levels of positive mental health offers a tool that complements and augments mental disorder screening when evaluating and predicting college student suicidal risk and academic performance impairment.

Klein, M. C., Ciotoli, C. & Chung, H. (2011). Primary care screening of depression and treatment engagement in a university health center: A retrospective analysis. *Journal of American College Health, 59 (4), 289-295.*

According to the National College Health Assessment, 9.0% of all students have reported suicidal ideation in the past year. Since depression and suicidal ideation are often associated, it is important to detect depressive symptoms early. The study examines the effect of a university utilizing a depression screening as a new standard clinical practice procedure for students that visit for a routine medical care visit. Of the students screened, 6% were considered to have significantly depressive symptoms with .7% having severe depressive symptoms. The male rate of “severe” symptoms more than doubled that of females. By utilizing depression screening, universities and colleges are able to identify more students with depressive symptoms and therefore offer appropriate services to these students.

Manning, J. & VanDeusen, K. (2011). Suicide prevention in the dot com era: Technological aspects of a university suicide prevention program. *Journal of American College Health, 59 (5), 431-433.*

This article discusses the use of technology in suicide prevention by Western Michigan University. The university uses a website, an online course, and social networking profiles to train faculty, staff, administrators, and students. The web site includes information about what to do in an emergency, basic information and frequently asked question about suicide, information about the online course, public service announcements, links to local, state, and national suicide prevention plans, and links to campus and community resources. The online course is for faculty and staff and consists of nine curriculum modules, a pretest and posttest. Information includes discussing suicide, risk factors, protective factors, and warning signs, etc. The social networking sites have been used to primarily contact and communicate with students. The sites advertise about the program, trainings and more information about suicide prevention. Use of the technology has been a cost-effective way of increasing awareness of the problems of suicide. Students have provided positive feedback about the program.

Pasco, S., Wallack, C., & Sartin, R. M., & Dayton, R. (2012). The impact of experiential exercises on communication and relational skills in a suicide prevention gatekeeper training program for college resident assistants. *Journal of American College Health, 60(2), 134-140.*

Results of this outcome study were that Resident Assistants (RA) training programs in crisis response which included experiential exercises focused on interpersonal awareness and empathic responding produced better crisis response skills in participants than didactic training programs alone.

Taliaferro, L. A., Rienzo, B.A., Pigg, M., Miller, M.D., & Dodd, V.J. (2009). Spiritual well-being and suicidal ideation among college students. *Journal of American College Health, 58 (1), 83-90.*

Research has suggested that suicide is the second leading cause of death among college students. While there has been research done on assessing religion and suicide, very limited research has been conducted on spirituality and suicide. The study measured 457 college students on spiritual well-being, religiosity, hopelessness, depression, social support, and suicidal ideation. The results indicated that that existential well-being was associated with lower levels of suicidal ideation. However, organized religion and religious well-being did not significantly affect suicidal ideation. Health promotion programs can utilize the information to encourage the development and implementation of spiritual health strategies.

THEME 4: SUBSTANCE USE

Amaro, H., Reed, E., Rowe, E., Picci, J., Mantella, P. & Prado, G. (2010). Brief screening and intervention for alcohol and drug use in college student health clinic: Feasibility, implementation, and outcomes. *Journal of American College Health, 58* (4), 357-364.

Alcohol consumption and misuse continues to be problematic on college campuses across the United States. In this article, the authors implement and evaluate the Brief Alcohol Screening and Intervention for College Students (BASICS) to help reduce quantity and frequency of alcohol use. Students that participated in the intervention partook in two sessions held by a study nurse. The study nurses had attended a 2-day BASICS practitioner training and received weekly supervision by a psychologist expert on BASICS. The results indicated that participants' drinking and drug use decreased between baseline and six months and an increase in protective factors. Alcohol related consequences and distress symptoms also significantly decreased. Participants also reported an increase in readiness to change.

Bell, N. J., Kanitkar, K., Kerksiek, K. A., Watson, W., Das, A., Kostina-Ritchey, E., Russell, M. H., & Harris, K. (2009). *Journal of American College Health, 57*(6), 650-657.

This study employed semi-structured interviews with 15 students in recovery from substance use to examine the role of on-campus recovery support groups. Interviews were conducted at several points during the first college year. The students' responses clearly support the benefits of a university-based multi-component recovery support program for matriculants in recovery.

Bodenlos, J. S., Noonan, M., & Wells, S. Y. (2013). Mindfulness and alcohol problems in college students: The mediating effects of stress. *Journal of American College Health, 61* (6), 371-378.

This study examines mindfulness and how it relates to alcohol problem in college students and explores how stress plays a role. Participants completed self-report measures and the results indicated that mindfulness was negatively correlated with alcohol problems and stress was positively correlated with alcohol problems. Mindfulness-based stress reduction may be useful in decreasing alcohol problems at colleges and universities.

Buettner, C.K., Andrews, D. W., & Glassman, M. (2009). Development of a student engagement approach to alcohol prevention: The pragmatics project. *Journal of American College Health, 58* (1), 33-37.

Alcohol prevention strategies are under-represented amongst research regarding alcohol and college students. The National Institute of Alcohol Abuse and Alcoholism (NIAAA) strongly suggested using student involvement in creating prevention programs on college campuses. The Pragmatics Project (funded by the NIAAA) incorporated involving students to utilize research to identify the problem and then develop and implement solutions to the problem. The project was administered at a large university involving 89 undergraduate students that enrolled in the Pragmatics course. The students were able to successfully identify some of the alcohol issues

and then created and implemented strategies to tackle the issues. The model was proven to be feasible and can be utilized to address alcohol or other issues that affect students on college campuses.

DeMartini, K. S. & Carey, K. B. (2009). Correlates of AUDIT risk status for male and female college students. *Journal of American College Health*, 58 (3), 233-239.

Alcohol abuse (based on the DSM-IV criteria) among college students continues to be a concern due to the negative psychosocial consequences that are often a result of alcohol abuse. The study used the Alcohol Use Disorders Identification Test (AUDIT) and the Brief Young Adult Alcohol Consequences Questionnaire (BYAACQ) to determine if students were hazardous drinkers and to assess patterns, health variables, and other demographics associated with alcohol consumptions among men and women. Questionnaires were distributed to 462 students. The results indicated that over half of the college students were considered to be hazardous drinkers. Overall health ratings, alcohol-related psychosocial consequences, dysfunction related to sleep deprivation, and all alcohol variables were elevated compared to low-risk drinkers. Different factors contributed to the predicted risk for males compared to females. Psychosocial problems was a common predictor for both genders, while high typical blood alcohol concentration and lifetime drug use were predictors for males and binge frequency was a predictor for females. The article suggests that brief interventions could be improved based on addressing the drinking patterns.

Epler, A. J., Sher, K. J., Loomis, T.B., & O'Malley, S.S. (2009). College student receptiveness to various alcohol treatment options. *Journal of American College Health*, 58 (1), 26-32.

Heavy drinking continues to be related to many alcohol-related problems on college campuses. Multiple treatment options are currently available for college students to utilize including self-help, behavioral and pharmacological treatments. The article evaluated what treatment options college students were more receptive too. Over 2000 college student drinkers were surveyed on what treatment modality they would prefer if they wanted to quit or reduce their drinking. Treatment options included: self-help book, self-help computer program, self-help group, group therapy, individual therapy, monthly injections, targeted oral medication, or daily oral medication. The results indicated that 50% of the drinkers would consider therapy or self-help, while 25% would consider medications to help them reduce or quit drinking. The author concluded that providing more treatment options for students could help increase meeting their treatment needs.

Low, K. G. (2011). Flourishing, substance use, and engagement in students entering college: A preliminary study. *Journal of American College Health*, 59 (6), 555-561.

Much research about college students' mental health focuses on symptoms of mental illness as opposed to "positive" mental health. The author uses Keyes' model of mental health to determine the emotional well-being of college students. First year students completed measures of depression, flourishing, substance use, and student engagement. Results indicated that 69.1 % of the students were flourishing, while 1.9% were languishing. Some student engagement was associated with flourishing mental health. Highly correlated with languishing, were elevated depression scores. There was no association between substance use and mental health. Many of the students that were flourishing, were more likely to report working for a community organization, a clearer philosophy of life, and rated their academic ability higher.

Misch, D. A. (2009). On-campus programs to support college students in recovery. *Journal of American College Health*, 58 (3), 279- 280.

College students in recovery may have difficulties acclimating back to college life while maintaining their sobriety. Students may feel alienated from the campus community or face challenges in an environment that is inundated with alcohol consumption. Due to these challenges, the author emphasizes the importance of providing recovery treatment services on campus such as 12-step program meetings, workshops on skills training and relapse prevention, and alcohol-free social activities. Many universities already of the means to establish recovery programs, it is just a matter of reallocating the funds. There are benefits to having an on-campus recovery program. A recovery program demonstrates the college's commitment to address alcohol abuse and to support students that are in recovery. It could also potentially influence the adverse drinking behaviors of others and it may facilitate retention.

Schleicher, H. E., Harris, K. J., Catley, D., & Nazir, N. (2009). The role of depression and negative affect regulation expectancies in tobacco smoking among college students. *Journal of American College Health*, 57(5), 507-512.

This study examined the role of expectancies that nicotine assists in managing negative mood states on cigarette smoking. The authors found that depressive symptoms are associated with higher levels of tobacco smoking – but that the expectation that smoking will help reduce one's negative mood is one importance factor contributing to this relationship.

Schleicher, H. E., Harris, K. J., Campbell, D. G., & Harrar, S. W. (2012). Mood management intervention for college smokers with elevated depressive symptoms: A pilot study. *Journal of American College Health*, 60 (1), 37-45.

Depressive symptoms are often reported by college students that engage in cigarette smoking. The authors assessed the effect of applying a mood management and motivational enhancement intervention to college smokers with elevated depressive symptoms. Students participated in a 6 session group-based combined behavioral and cognitive behavioral mood management intervention or a nutrition-based intervention. Results of the study indicated that the participants in the mood management intervention reduced smoking by at least 50% compared to the nutrition group. Participants in both groups exhibited increased motivation to reduce smoking.

THEME 5: COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS
& PRESENTING CONCERNS

Burris, J. L., Brechting, E. H., Salsman, J., & Carlson, C.R. (2009). Factors associated with the psychological well-being and distress of university students. *Journal of American College Health, 57* (5), 536-543.

College students are exposed to a variety of stressors that could lead to psychological disorders. The authors surveyed 353 students to identify different variables that could be contributing to psychological disorders. The researchers assessed demographic variables, health-as-a-value, optimism, religiousness, spirituality, alcohol use, sexual behavior, and psychological health. The research found that optimism was the best predictor of both psychological well-being and lower levels of psychological distress and that health-as-a-value also had a positive association. The research also indicated that religiousness and spirituality were significantly related to psychological distress. Finally, the research found that students that have sex (vaginal intercourse) with multiple partners had a higher rate of psychological distress compared to those students that abstained or had one partner. By understanding the different variables that affect psychological disorders, universities will be able to better implement interventions.

Byrd, D. R. & McKinney, K. J. (2012). Individual, interpersonal, and institutional level factors associated with the mental health of college students. *Journal of American College Health, 60* (3), 185-193.

Psychological distress among college students is increasing and becoming more complex. Individual, interpersonal, and institutional factors are associated with students' mental health. The authors surveyed students on how these factors affect the students' mental health. Results indicated that individual and institutional factors combined accounted for 49% of the variance in mental health. Individual factors such as coping abilities, suicidal tendencies, confidence in communications skills, strong spiritual identity, and heterosexual orientation had the strongest influence on mental health. Students with social stressors related to their racial identity and students with limited coping abilities reported poorer mental health. Addressing both individual and institutional factors together could prove to be beneficial for college students' mental health.

Hartley, M. T. (2011). Examining the relationships between resilience, mental health, and academic persistence in undergraduate college students. *Journal of American College Health, 59* (7), 596-604.

Resilience may be a critical factor for college students to successfully cope with the stressors and challenges of today's college environment. This study explores if interpersonal and intrapersonal resilience and mental health were variables of the cumulative grade point average (GPA) and sense of belonging. The results indicated that intrapersonal resilience factors such as tenacity, tolerance of stress, and spirituality did contribute to explaining the variance in GPA. Results also indicated that intrapersonal factors (acceptance of change and spirituality) and interpersonal factors (social support) were different for students with low mental health. This study supports that resilience is an important factor in academic persistence.

Lamis, D. A., & Jahn, D. R. (2013). Parent-child conflict and suicide rumination in college students: The mediating roles of depressive symptoms and anxiety sensitivity. *Journal of American College Health, 61*(2), 106-113.

Parent-child conflict, depressive symptoms, and anxiety sensitivity all have been identified as risk factors for suicidal ideation in college and university students. Results of this study suggest clinicians should assess for parental conflict in combination with depressive level and anxiety when evaluating college student client or patient suicide risk. Suicide rumination positively predicted depressive symptoms, anxiety sensitivity, as well as parent-child conflict.

Lejeune, S. M. (2011). Special considerations in the treatment of college students with bipolar disorder. *Journal of American College Health, 59* (7), 666-669.

Bipolar disorder affects many adults and often can emerge during the college years. In addition to the stressors that come along with college, students diagnosed with Bipolar disorder have the additional stress of coping with a mental illness. Students diagnosed with Bipolar disorder may have difficulties with relationships, sleep patterns, drinking alcohol and social situations, and handling pressure. Various treatments can be effective in treating Bipolar disorder. The author discusses certain factors that are key to effective treatment. These factors include increased medication adherence, increased knowledge of illness, increased ability to anticipate relapse, and improved interpersonal and family skills.

Pettit, M. L., & DeBarr, K. A. (2011). Perceived stress, energy drink consumption, and academic performance among college students. *Journal of American College Health, 59* (5), 335-341.

Energy drink consumption has increased among college students. Energy drinks have been known to have three times more caffeine than the average soda. This causes concern for many health professionals. Students at a university were administered The Perceived Stress Scale and a survey to assess demographics, energy drink consumption, and academic performance. Results of the scale and survey indicated that almost one-third consumed an energy drink in the past day, while over half reported consuming an energy drink in the past week. There was a positive correlation between participants' perceived stress and days when at least 1 energy drink was consumed. Higher levels of perceived stress were also correlated with larger numbers of energy drinks consumed. Academic performance was negatively correlated with energy drink consumption. As energy drinking consumption decreased, academic performance increased.

Salzer, M.S. (2012). A comparative study of campus experiences of college students with mental illnesses versus a general college sample. *Journal of American College Health, 60* (1), 1-7.

More Americans with mental illnesses are enrolling in college and obtaining higher education. Research has found that 86% of students with mental illnesses withdraw from college compared the 45% withdrawal rate for the general student population. The authors examined the campus experiences for those with mental illnesses compared to the general population, if there was perceived stigma and discrimination and if those experiences were associated with graduation. Participants completed anonymous online surveys. The results indicated that students with mental illnesses were less likely to use campus facilities and poorer relationships compared to the general population. For those students with mental illnesses that did graduate, factors that contributed were use of campus facilities, involvement in clubs, engagement with faculty, and

overall satisfaction was higher. About 27% of the students with mental illnesses reported being treated differently most of the time, once their mental illness was found out. Current students with mental illnesses were more involved than former students with mental illnesses suggesting that campus experiences for those are improving. However, campus experiences need to continue improving to decrease attrition and increase graduation rates for this population.

Thurber, C. A., & Walton, E. A. Homesickness and adjustment in university students. *Journal of American College Health*, 60(5), 415-419.

Homesickness can be defined as “the distress or impairment caused by an actual or anticipated separation from home” and features preoccupations with thoughts of home and home-related attachment objects. This article presents a literature review of college student homesickness symptoms, relation to mental disorders, prevention, and treatment strategies.

Whitlock, J., Muehlenkamp, J., Purington, A., Eckenrode, J., Barreira, P., Abrams, G.B., ... Knox, K. (2011). Nonsuicidal self-injury in a college population: General trends and sex differences. *Journal of American College Health*, 59 (8), 691-698.

Nonsuicidal self-injury (NSSI) behaviors such as, burning cutting scratching, and self-battery are common amongst college students and are sometimes overlooked on college campuses. NSSI behaviors are often associated with psychological distress, disordered eating, and other forms of mental illnesses. This study surveyed over 14,000 students from 8 universities and it describes common NSSI characteristics as well as sex differences. Of the respondents, 15.3% reported NSSI in their lifetime and 6.8% reported in the previous year. Males were more like to self-injure due to anger, while females were more likely to self-injure because they were upset. A predictor for NSSI was sexual orientation, especially for women. Of those that reported NSSI, only 8.9% discussed the NSSI with a mental health professional. Counseling centers may focus on improving emotion regulation for both sexes, specifically focusing on anger for males and enhancing self-concept and esteem for females.

Whitton, S. W., Weitbrecht, E. M., Kuryluk, A. D., & Bruner, M. R. (2013). Committed dating relationships and mental health among college students. *Journal of American College Health*, 61(3), 176-183.

These authors examined relationship status and mental health among 889 traditionally aged undergraduate students. They found that involvement in a committed relationship was associated with fewer depressive symptoms for female students but not for men. Committed relationships were associated with less problematic alcohol use for both college women and men. In turn, committed relationships may serve a protective function and appear to have a beneficial role in student well-being.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Health Literature, 2009-2013

THEME 6: COUNSELING INTERVENTIONS

Adamle, K. N., Riley, T. A., & Carlson, T. (2009). Evaluating college student interest in pet therapy. *Journal of American College Health*, 57 (5), 545-548.

Pet Therapy has been known to help individuals cope with stress management, diverse illnesses, and disaster situations. There is not supporting research on how pet therapy may assist college freshman with adjustment and the stressors that are associated with acclimating to college life. The purpose of this study was to understand students' relationships with pets and survey students' interest in having pet therapy available on campus. The study consisted of a 2 part questionnaire assessing human-animal bonding. About 247 freshmen were surveyed from a large Midwestern university. The majority of the participants reported having pets and missing their pets at home. Most of them believed that some form of pet therapy would be beneficial as extra support.

Bergen-Cico, D., Possemato, K., & Cheon, S. (2013). Examining the efficacy of a brief mindfulness-based stress reduction (Brief MBSR) program on psychological health. *Journal of American College Health*, 61(6), 348-360.

This study used a quasi-experimental pretest/posttest design to examine psychological health outcomes of a 5-week brief mindfulness-based stress reduction program on 119 undergraduate students. Although posttest improvements in measures of psychological health as operationalized by mindfulness and self-compassion were found, significant reductions in train anxiety were not found following the brief program.

Caldwell, K., Harrison, M., Adams, M., Quin, R. H., & Greeson, J. (2010). Developing Mindfulness in college students through movement-based courses: Effects on self regulatory self-efficacy, mood, stress, and sleep quality. *Journal of American College Health*, 58 (5), 433-442.

Insomnia and poor sleep quality have been associated with mental and physical health difficulties in college students. The authors examined if participation in movement-based courses increased mindfulness and the effects mindfulness had on college students' self-regulatory self-efficacy, mood, perceived stress, and sleep. Students participated in a 15 week long course of either Pilates, Taiji quan, or GYROKINESIS. The results indicated that participants that took either of the three courses did demonstrate an increase in overall mindfulness. Improved sleep, self-regulatory self-efficacy, mood, and perception of stress were also associated with increased mindfulness. Offering movement-based courses at a college or university may attract students that are hesitant about seeking clinical services for psychological distresses.

Conley, C. S., Travers, L. V., & Bryant, F. B. (2013). Promoting psychosocial adjustment and stress management in first-year college students: The benefits of engagement in a psychosocial wellness seminar. *Journal of American College Health*, 61(2), 75-86.

This study utilized a quasi-experimental 8-month prospective design to measure outcomes of a psychological wellness seminar emphasizing engagement. Participants demonstrated improvements in psychological adjustment, lower stress associated with the college transition,

and perceived improvements in psychosocial functioning . The article discusses applications to college health and mental health prevention and practice.

Conley, C. S., Durlak, J. A., & Dickoson, D. A. (2013). An evaluative review of outcome research on universal mental health promotion and prevention programs for higher education students. *Journal of American College Health, 61(5), 286-301.*

This article presented a large-scale review of 83 controlled studies of universal mental health prevention or promotion programs. The authors concluded that skills-oriented programs with supervised practice, mindfulness training, and cognitive-behavioral techniques appeared most effective for promoting social-emotional skill-development, improved self-perceptions, and reduced emotional distress. The article discusses applications to college mental health prevention and practice.

Meaney-Tavares, R., & Hasking, P. (2013). Coping and regulating emotions: A pilot study of a modified dialectical behavior therapy group delivered in a college counseling service. *Journal of American College Health, 61(5), 303-309.*

This article reports on outcomes of a pilot program using short-term modified group dialectical behavior therapy to treat college students with Borderline Personality Disorder (BPD). The study occurred at an Australian college counseling service. Participants showed reductions in depressive symptoms and BPD traits, as well as increases in coping skills such as problem solving and coping skills and constructive self-talk.

Radhu, N., Daskalakis, Z. J., Arpin-Cribbie, C. A., Irvine, J., & Ritvo, P. (2012). Evaluating a web-based cognitive-behavioral therapy for maladaptive perfectionism in university students. *Journal of American College Health, 60 (5), 357-366.*

This study examined a web-based cognitive-behavioral therapy for maladaptive perfectionism, investigating perfectionism, anxiety, depression, negative automatic thoughts, and perceived stress. Participants were undergraduates that were defined as maladaptive perfectionists and were randomly assigned to a 12 week CBT course or a wait-list control group. Results of the study indicated that the CBT group had significant decreases in anxiety sensitivity and negative automatic thoughts. Also, changes in perfectionism scores were correlated with positive changes in depression, anxiety, stress, and automatic thoughts within the CBT group, demonstrating effectiveness of the web-based CBT.

THEME 7: EATING DISORDERS

Eisenberg, D., Nicklett, E. J., Roeder, K. & Kirz, N. E. (2011). Eating disorder symptoms among college students: Prevalence, persistence, correlates, and treatment-seeking. *Journal of American College Health, 59* (8), 700-707.

Eating disorders (EDs) continue to be problematic on college campuses. Nearly 8-17% of college students report have symptoms of an ED. The authors examined a sample of college students for the prevalence, correlates, persistence, and treatment-seeking patterns of symptoms of EDs. Students completed the SCOFF questionnaire and results indicated that 13.5% of undergraduate females, 9.3 % of graduate females, 3.6% of undergraduate males, and 3.1 % of graduate males had positive screens for ED symptoms (3+). White, non-Hispanic, and Asian American students were more likely to have positive screens compared to black, non-Hispanic. Of the students that had positive screens, less than 10% were diagnosed with an ED and about 20% received mental health treatment. The results also indicated that students with symptoms of ED were more likely to experience co-occurring symptoms of depression, anxiety, suicidal ideation, and nonsuicidal self-injury. About 1/5 of the students reported concerns with body image believing they were fat when others had called them thin. Many of the students did not believe they needed to seek help. Screening for ED by the health centers or counseling centers is suggested.

Greenleaf, C., Petrie, T. A., Carter, J., & Reel, J. J. (2009). Female college athletes: Prevalence of eating disorders and disordered eating behaviors. *Journal of American College Health, 57* (5), 489-495.

Research indicates that eating disorders and pathogenic eating behaviors are more prevalent among female student athletes compared to non-athletes. The authors assessed 204 female college athletes on the prevalence of pathogenic eating and weight control behaviors. Participants completed the Questionnaire for Eating Disorder Diagnoses (QEDD) and the Bulimia Test-Revised. Based on the results of the questionnaires, the athletes were then categorized into three categories: Eating disordered, Symptomatic, or Asymptomatic. The results indicated that about 25% of the athletes were diagnosed as symptomatic and 2% were diagnosed as eating disordered. The diagnosis of symptomatic was found to be higher than previous research. Minority athletes had a lower prevalence of being symptomatic or eating disordered compared to non-minority athletes. The current study encourages colleges to provide support and resource to encourage female athletes struggling with pathogenic eating and weight control behaviors.

Harring, H. A., Montgomery, K., & Hardin, J. (2010). Perceptions of body weight, weight management strategies, and depressive symptoms among US college students. *Journal of American College Health, 59* (1), 43-50.

Adults struggling with obesity and being overweight continue to increase in the US. College students, specifically, have been reported to use unhealthy weight management strategies. This article analyzes perceived body weight among college students and whether their perceived body weight predicts unhealthy weight management and if it is associated with depressive symptoms. The results indicated that females were more likely to have an inflated body weight perception,

while males were more likely to have a deflated body weight perception. Both overweight females and males, with an accurate body weight perception, were more than 2 ½ times as likely to use diet pills to lose weight. Females were more likely to report feeling depressed in the last year that had an inflated body weight perception and males were less likely to report feeling depressed in the last year that had a deflated body weight perception.

Reyes-Rodriguez, M. L., Sala, M., Holle, A. V., Unikel, C. Bulik, C., Camara-Fuentes, L., & Suarez-Torres, A. (2011). A description of disordered eating behaviors in Latino males. *Journal of American College Health, 59* (4), 266-272.

It is estimated that about .3% to 2.5% of males can be classified with an eating disorder. Very little research has been completed on Latino males. The authors evaluated male college students in the University of Puerto Rico system and their eating habits. Of the participants, 2.26% scored above the cut-off point on the Bulimia Test-Revised, 5.08% scored above the cut-off point on the Eating Attitudes Test, and 4.43 % reported, qualified for being diagnosed with bulimia nervosa (according to DSM-IV). Those that scored above the cut-off points also reported having symptoms of depression. Colleges and universities need to take into consideration Latino males, in addition to females, when detecting disordered eating behaviors.

THEME 8: INTAKE & ASSESSMENT

Alschuler, K. N., Hoodin, F., & Byrd, M.R. (2009). Rapid assessment for psychopathology in a college health clinic: Utility of college student specific questions. *Journal of American College Health*, 58 (2), 177-179.

College health centers will use screenings such as the Patient Health Questionnaire (PHQ) that assesses for somatic disorders, eating disorders, mood disorders, anxiety disorders, and alcohol abuse disorders. To supplement the PHQ, the authors suggest using the College Health Questionnaire (CHQ) to also assess for psychosocial problems. The study consisted of 109 patients completing the PHQ and CHQ while waiting to be seen for their medical appointment. The study resulted in the CHQ providing insight into additional psychosocial problems that is not identified by the PHQ. Health care providers can improve treatment suggestions (i.e. behavioral or medications) based on results. To avoid missing possible behavior problems, the authors suggest that college health care centers implement college-related questions in addition to their initial health screenings.

Downs, A., Boucher, L. A., Campbell, D. G., & Dasse, M. (2013). Development and initial validation of the Symptoms and Assets Screening Scale. *Journal of American College Health*, 61 (3), 164-174.

The authors created a screening measure for mental health symptoms and well-being in college students. This study is the initial test of the Symptoms and Assets Screening Scale (SASS). Participants completed the SASS along with measures of depressive symptoms, anxiety symptoms, substance problems, and eating problems. The results of the SASS indicated that 59% of the sample reported having problems with their thoughts, behaviors, or emotions which was similar to other well-established measurements. The SASS exhibited good reliability and validity and is an instrument that could be used to screen mental health problems in a college setting.



College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Health Literature, 2009-2013

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