

COLLEGE COUNSELING & PSYCHOLOGICAL SERVICES KNOWLEDGE BASE:

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COLLEGE COUNSELING LITERATURE

PHASE 2: 2009-2013



College Counseling & Psychological Services Knowledge Base
COLLEGE COUNSELING LITERATURE
PHASE 2: 2009-2013

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THEME 1:
COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS
& PRESENTING CONCERNS

SUB-THEME 1(A): EATING DISORDERS & BODY IMAGE

Chalk, H.M., Miller, S.E., Roach, M.E., & Schultheis, K.S. (2013). Predictors of obligatory exercise among undergraduates: Differential implications for counseling college men and women. *Journal of College Counseling, 16*, 102-114.

This study examined predictors of obligatory exercise in a convenience sample of college undergraduates (N = 172). Regression models indicated that internalization of Western attitudes toward appearance predicted exercise fixation and commitment in women, whereas perceived pressure from dating partners predicted exercise commitment in men. Findings suggest that men may respond more to peer pressure, whereas women may be more susceptible to internalized sociocultural pressure. Results also suggest that greater alcohol use is correlated with increased risk for exercise preoccupation and exercise-related negative affect in female students, which have been associated with psychological maladjustment and other risk factors for eating disordered behavior

Choate, L.H. (2010). Counseling college women experiencing eating disorder not otherwise specified: A cognitive behavior therapy model. *Journal of College Counseling, 13*, 73- 86.

This article describes the Eating Disorders Not Otherwise Specified (EDNOS) constellation of symptoms in college women and provides a detailed description of the Cognitive Behavioral Therapy (CBT) model for eating disorders, including counseling phases, behavioral goals, and cognitive components.

Gilbert, S. C., Crump, S., Madhere, S., & Schutz, W. (2009). Internalization of the thin ideal as a predictor of body dissatisfaction and disordered eating in African, African-American, and Afro-Caribbean female college students. *Journal of College Student Psychotherapy, 23*, 196-211.

This study sought to examine the impact that the Western thin ideal of beauty may have on body dissatisfaction, drive for thinness and bulimia in a sample of Black women of diverse ethnicities. 146 female students who identified as African, African-American, and Afro-Caribbean, participated in the sample. Participants completed questionnaires assessing eating disorder symptomatology, body size dissatisfaction, and awareness and internalization of the thin ideal. The results indicated a significant relationship between internalization of the thin ideal and disordered eating for the African-American group. The results of the study suggest that a sociocultural model may not be as strong of a predictor of disordered eating in non-Western societies. Strengths and limitations of the research are also discussed.

Maloch, J.K., Bieschke, K.J, McAleavey, A.A., & Locke, B.D. (2013). Eating concerns in college women across sexual orientation identities. *Journal of College Counseling, 16, 275-288.*

The purpose of the current study was to determine whether college women identified as having eating concerns varied in severity across sexual orientation identity groups. Participants were college or university counseling center clients who had contributed data to a nationwide, practice research network, the CCMH. Participants were included in this study if they identified their gender identity as woman and identified their sexual orientation identity as heterosexual, lesbian, bisexual, or questioning. The authors found that treatment-seeking sexual minority college women evidenced serious eating concerns. Regardless of sexual orientation and compared with those with low levels of eating concerns, women with high levels of eating concerns evidenced increased depression, increased generalized anxiety, and a greater likelihood of experiencing trauma. Regardless of eating concerns severity, sexual minority women evidenced greater depression, generalized anxiety, and likelihood of trauma than did heterosexual women, with bisexual women reporting the highest concerns.

Nelson, D.L., Castonguay, L.G., & Locke, B.D. (2011). Challenging stereotypes of eating and body image concerns among college students: Implications for diagnosis and treatment of diverse populations. *Journal of College Counseling, 14, 158-172.*

The authors describe a study that was conducted to provide better understanding of eating and body image concerns among clients in university counseling centers. First, they explored the prevalence of such concerns among stereotype-congruent (White, heterosexual, female) and stereotype-incongruent groups (e.g.. ethnic/sexual minorities, men). Then, because some groups may use compensatory behaviors not adequately captured by current definitions of eating disorders, they specifically examined body image disturbance among these groups. Heterosexual women and gay men in reported comparable levels of eating concerns. Heterosexual women reported significantly higher levels of eating concerns than did lesbian women. Bisexual women reported levels of eating concerns that did not differ significantly from those of heterosexual women and were significantly higher than those of lesbians at the high level. Gay men reported significantly higher levels of eating concerns than did heterosexual men. As in the case of bisexual women, bisexual men appeared to be more similar to heterosexual men than to gay men in their levels of eating concerns.

Sanftner, J. L., Ryan, W. J., & Pierce, P. (2009). Application of a relational model to understanding body image in college women and men. *Journal of College Student Psychotherapy, 23(4), 262-280.*

Researchers investigated relational cultural theory among 180 college students by measuring participants' body image satisfaction and mutuality. Results indicated that low mutuality with parents predicted low body image satisfaction for both male and female participants. Participants who reported a strong sense of mutuality with their parents were more likely to be healthy, physically fit, and feel attractive. Additionally, for women, low mutuality with romantic partners was related to body dissatisfaction. Implications for college counseling are discussed.

Thompson, S. H., & DeBate, R. D. (2010). An exploratory study of the relationship between night eating syndrome and depression among college students. *Journal of College Student Psychotherapy*, 24(1), 39-48.

Individuals who are living with Night Eating Syndrome have been found to be at increased risks for depression and other mood disturbances. There is a lack of literature about Night Eating Syndrome. The majority of existing research studies have investigated Night Eating Syndrome among individuals who were living with obesity. The purpose of this exploratory study was to investigate the relationship between Night Eating Syndrome and depression among 270 university students. Results demonstrated a significant correlation between depression and night eating among participants. Researchers highlight treatment implications for working with clients who are living with co-occurring night eating and depression.

Wagener, A. M., & Much, K. (2010). Eating disorders as coping mechanisms. *Journal of College Student Psychotherapy*, 24, 203-212.

Eating disorders are complex and are caused by a number of different factors. They can also function as a coping mechanism for underlying emotional and psychological issues. When treating eating disorders, clinicians may place a lot of focus on symptomatology and symptom reduction. This paper provides case examples to assist counselors in recognizing that eating disorders can function as coping mechanisms, which may make treatment difficult.

Veazy Morris, K.D.V., Parra, G.R., & Stender, S.R.S. (2011). Eating attitudes and behavior among female college students. *Journal of College Counseling*, 14, 21-33.

The authors assessed the influences of several risk factors—self-esteem, history of unwanted sexual contact (USC), depression, and sorority membership—on eating-related and weight-related attitudes and behaviors. A convenience sample of women attending a large, Southeastern university in the Southeast completed an on-line version of Eating attitudes and behaviors: Eating Attitudes Test (EAT-26), and other instruments related to depression and self-esteem. Findings provide supported the roles of self-esteem, depression, and USC on restricting attitudes. According to the authors' model, these independent variables predicted restricting attitudes that then predicted restricting behaviors.

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THEME 1:
COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS
& PRESENTING CONCERNS

SUB-THEME 1(B): DEPRESSION & SUICIDE

Brownson, C., Drum, D. J., Smith, S. E., & Denmark, A. B. (2011). Differences in suicidal experiences of male and female undergraduate and graduate students. *Journal of College Student Psychotherapy, 24, 277-294.*

This study examined the differences in college men's and women's experiences of suicidal thought and behavior, formal and informal help-seeking, and predisposing and protective factors. The researchers also examined gender difference between undergraduate and graduate student populations. In 2006, the National Research Consortium of Counseling Centers in Higher Education administered the Nature of Suicidal in College Students survey to 70 participating U.S. colleges and universities. A total of 26,451 surveys were collected. Results indicated that gender differences exist both at the undergraduate and graduate level in terms of suicidal ideation, attempts, and formal and informal help-seeking. Suggestions for prevention efforts are also discussed.

Cooley, E.L., Van Buren, A., & Cole S.P. (2010). Attachment Styles, Social Skills, and Depression in College Women. *Journal of College Counseling, 13, 50-62.*

Attachment styles, social skills, and depression were studied using a convenience sample of 93 college women who were enrolled at a liberal arts college located in the Northeastern U.S. The authors administered the Relationship Questionnaire (K. Bartholomew & L M. Horowitz, 1991), the Beck Depression Inventory-II, and the Interpersonal Competence Questionnaire. The self and other attachment models and the social skills of negative assertion, self-disclosure, and conflict management all correlated with depression. Conflict management partially mediated the relationship between attachment self-model and depression.

Denmark, A. B., Hess, E., & Becker, M. S. (2012). College students' reasons for concealing suicidal ideation. *Journal of College Student Psychotherapy, 26(2), 83-98.*

Researchers analyzed archival data that was collected by the National Research Consortium of Counseling Centers in Higher Education about college students' reasons for concealing suicidal ideation. An online survey collected data about various reasons for concealing suicidal ideation among a representative sample of 26,451 college students. Results revealed that 594 students reported that they had concealed suicidal ideation. The most common explanation that students reported for concealing suicidal ideation was "they perceived themselves to be at low risk for attempting suicide". A concern for others and dispositional privacy were also commonly reported resources for concealing suicidal ideation. Implications for clinical practice and campus suicide initiatives are discussed.

Hess, E. A., Becker, M. A., Pituch, K. A., & Saathoff, A. K. (2011). Mood states as predictors of characteristics and precipitants of suicidality among college students. *Journal of College Student Psychotherapy, 25, 145-155.*

This article examined students' self-reported mood states during a suicidal crisis and the relationship between mood and signs of suicidality. A total of 1,106 students participated in the study and completed a survey about suicidality. Results indicate that participants reporting greater feelings of hopelessness, sadness, and anger were associated with stronger thoughts of suicide (i.e. were more likely to have a specific plan). Stronger feelings of anxiety or worry were associated with weaker thoughts of suicide. Strong feelings of hopelessness were also associated with an increased likelihood to seek help. Implications for college counselors engaging in risk assessment and treatment are also discussed.

Lee, S.A, Yeh, R. & Surething, N.A. (2013). Neuroticism and depressive symptomatology: The mediating influence of college study floccinaucinihilipilification. *Journal of College Counseling, 16, 115-128.*

This study tested a mediation model between depression and neuroticism on a convenience sample of 209 college students from a small southeastern university participated in this study.. Previous research suggests that students who appraise their lives as having no value or worth, which is known as floccinaucinihilipilification (flocci), may be prone to depressive symptoms because of a neurotic disposition. Results found flocci domains targeted at the self and relationships partially mediated the neuroticism– depression relation.

Schwartz, L. J., & Friedman, H. A. (2009). College student suicide. *Journal of College Student Psychotherapy, 23(2), 78-102.*

The current literature review investigates empirical and conceptual research about college student suicide. Researchers provide a review of multiple predictors and risk factors that place college students at increased risks for suicide. Researchers then provide a review of treatments and prevention programs for college students who are at risk for suicide. A discussion about the existing barriers for establishing effective suicide is provided. Implications for clinical practice and future research are discussed.

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SUB-THEME 1(C): WELLNESS, STRESS, & PSYCHOLOGICAL ADJUSTMENT

Berg-Cross, L., & Green, R. (2010). The impact of the recession on college students. *Journal of College Student Psychotherapy, 24, 2-16.*

This article discusses reactions the impact that the recession has had on institutions and the students. It discusses the burden of college debt, how the cost-cutting affects students, the difficulties college-grads have finding a job, and the psychosocial stressors associated with attending college during a recession. Implications for counseling centers are discussed.

Chao, R. C-L.(2012). Managing perceived stress among college students: The roles of social support and dysfunctional coping. *Journal of College Counseling, 15, 5-21.*

The author examined the conditions (i.e., social support and dysfunctional coping) under which perceived stress predicted psychological well-being in 459 college students enrolled at a predominantly European American, large, public university in the Midwest. Hierarchical regression analyses indicated a significant 2-way interaction (Perceived Stress × Social Support) and a significant 3-way interaction (Perceived Stress × Social Support × Dysfunctional Coping) predicting well-being. Low social support deteriorated the association between stress and well-being. Only the frequent use of dysfunctional coping exacerbated the association between stress and well-being across high and low social support.

Elias, D. M. G., & Berg-Cross, L. (2009). An exploration of motivations of fine art students in relation to mental and physical well-being. *Journal of College Student Psychotherapy, 23(4), 228-238.*

There is a gap in the college counseling literature about fine arts college students. This study investigates stereotypes and elements of wellbeing for fine arts students. Results revealed the following three motivational career models that accounted for the mental and physical wellbeing of fine arts students: visionary, self-actualized, commodity. Researchers discuss the implications of these findings for college counselors. Including culturally relevant therapeutic interventions that are related to these motivational models.

Eklund, K., Dowdy, E., Jones, C., & Furlong, M. (2011). Applicability of the dual-factor model of mental health for college students. *Journal of College Student Psychotherapy, 25(1), 79-92.*

This study investigated a dual factor model that combined the conceptual frameworks of mental illness and mental-wellness. Researchers investigated the following factors among 240 college students: Life satisfaction, emotional symptoms, personal adjustment, and clinical symptoms. Results revealed that mental-wellness and mental illness are best “conceptualized as separate and complementary constructs”. Researchers recommend that counseling practitioners address both mental illness and mental-wellness when working with clients. Recommendations for future research and counseling practice are discussed.

Phillips, T.M., & Herlihy, B. (2009). Motivational factors underlying college students’ decisions to resume their educational pursuits in the aftermath of Hurricane Katrina. *Journal of College Counseling, 12*, 101-112.

This study explored college student persistence at a historically Black university affected by Hurricane Katrina. Predictor variables including sex, residence status, Pell Grant status, campus housing status, college grade point average, attendance before Hurricane Katrina, and attendance at the university by parents or another close relative were used to predict educational aspirations, campus environment, and financial aid eligibility status as the reasons college students continued their education after Hurricane Katrina.

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SUB-THEME 1(D): RELATIONSHIP DISTRESS (NON-VIOLENT)

Gilbert, S. P., & Sifers, S. K. (2011). Bouncing back from a breakup: Attachment, time perspective, mental health, and romantic loss. *Journal of College Student Psychotherapy*, 25(4), 295-310.

This study investigated the relationship between participants' resilience to emotional loss based on their time perspectives and attachment history. Participants were 1,404 university students who had experienced a romantic break up. Researchers found that students who reported secure bonds with parents, positive time orientation, and lower future relationship orientations were less likely to experience emotional distress following a romantic break up. Students who had developed poor parental bonds were at increased risks for experiencing emotional distress following a break up regardless of their time orientation. Researchers recommend that counselors consider the impacts of parental bonds when working with clients who are experiencing the loss of a romantic relationship.

Roberts, A., & Pistole, M.C. (2009). Long-distance and proximal romantic relationship satisfaction: Attachment and closeness predictors. *Journal of College Counseling*, 12, 5-17.

Relationship satisfaction was examined in college student long-distance romantic relationships (LDRRs) and geographically proximal romantic relationships (PRRs). LDRR/PRR attachment style proportions and relationship satisfaction were similar. Participants were currently dating, volunteer, undergraduate students who attended a large, Midwestern university. Multiple regression analyses revealed that low attachment avoidance contributed uniquely to high LDRR satisfaction and that low attachment avoidance, low attachment anxiety, and living apart contributed uniquely to high PRR satisfaction. Relational closeness was not a unique predictor of LDRR or PRR satisfaction.

Stinson, R. D. (2010). Hooking up in young adulthood: A review of factors influencing the sexual behavior of college students. *Journal of College Student Psychotherapy*, 24, 98-115.

The author of this article reviewed conceptual and empirical studies relating to college student sexual behavior to examine sexual behaviors on college campuses and the psychological consequences of engaging in casual sexual encounters (hooking-up). The author discusses the social influences that may have influenced the development and maintenance of college hook-up culture. The author also addresses hookup behaviors and attachment styles and the potential

impacts these behaviors may have on college students. Recommendations for clinicians working with college-aged students are also provided.

Wang, C.C., King, M.L., & Debernardi, N.R. (2012). Adult attachment, cognitive appraisal, and university students' reactions to romantic infidelity. *Journal of College Counseling* (15), 101-116.

This study examined the relationships between adult attachment, cognitive appraisal, and university students' behavioral and emotional reactions to infidelity in romantic relationships. The authors examined both direct and indirect effects of attachment and cognitive appraisal on university students' reactions to infidelity. A total of 173 university students who were enrolled at a public, Midwestern university provided valid data for final analysis. Results suggested that both attachment and cognitive appraisals significantly predicted distinct types of infidelity reactions and that participants' cognitive appraisal mediated the effects of attachment on behavioral and emotional reactions. Counseling applications for university counselors are discussed on the basis of attachment perspectives and cognitive appraisal models.

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THEME 1:
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SUB-THEME 1(E): SUBSTANCE USE

Graceffo, J.M, Hayes, J.A., Chun-Kennedy, C., & Locke, B.D. (2012). Characteristics of high-risk college student drinkers expressing high and low levels of distress. *Journal of College Counseling, 15*, 262-273.

The aim of this study was to identify variables that reliably differentiated between 2 groups of students who reported binge drinking at the same rate (6 to more than 10 times within the previous 2 weeks) but who exhibited different distress associated with their behavior. Using data from the Center for the Study of Collegiate Mental Health Pilot Study, the authors confirmed results of numerous previous studies that at the highest level of risk, males remain more likely to engage in binge-drinking behavior than females. But, they also determined that males and females were equally likely to be extremely concerned or relatively unconcerned with their binge drinking. Results also indicated that students who received an external expression of concern were more likely to be concerned themselves about their alcohol use.

Lewis, T.F., & Myers, J.E. (2010). Wellness factors as predictors of alcohol use among undergraduates: Implications for prevention and intervention. *Journal of College Counseling, 13*, 112-125.

A pilot study examining holistic Wellness factors and drinking behaviors among undergraduate students revealed several significant relationships among a convenience sample of undergraduate students attending a medium-sized southern U.S. university. Two second-order Wellness factors of the Indivisible Self model of Wellness—Coping Self and Essential Self—were negatively associated with both alcohol use intensity and drinking consequences.

Seigers, D. K. L., & Carey, K. B. (2010). Alcohol use, psychopathology, and treatment utilization in a university mental health clinic. *Journal of College Student Psychotherapy, 24*(4), 328-337.

This study investigated the prevalence of hazardous alcohol consumption among 214 university students who were receiving counseling services at the university clinic. Researchers aimed to assess the relationships between the following variables: alcohol use, symptomatology, and treatment utilization. Results revealed that 33% of students reported hazardous drinking. In addition, there were positive relationships between alcohol consumption and anxiety, depression, and stress among students. Implications for counseling practice are discussed.

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SUB-THEME 1(F): FAMILY OF ORIGIN ISSUES & INFLUENCES

Caplan, R. (2011). Someone else can use this time more than me: Working with college students with impaired siblings. *Journal of College Student Psychotherapy*, 25, 120-131.

This article uses case examples to discuss the experiences of college students who have impaired siblings. Impairments can include medical or mental illnesses, substance abuse, and developmentally disabled. Students with impaired siblings often show resilience and a sense of compassion. However, they may also struggle with compulsive altruism, developmental issues with leaving home, forming new relationships, and vocational. Implications for counselors working with this specific population are discussed.

Fineran, K., Laux, J. M., Seymore, J., & Thomas, T. (2010). The Barnum effect and chaos theory: Exploring college student ACOA traits. *Journal of College Student Psychotherapy*, 24, 17-31.

This study compared adult children of alcoholics with an adverse childhood event group, alcohol and adverse childhood event group, and a no adverse event group to determine if the Barnum effect or Chaos Theory were more accurate in describing ACOAs. The students were administered the Drug Abuse Screen Test (DAST-20), the Children of Alcoholics Screening Test (CAST), The Marlowe-Crowne Social Desirability Scale Form (M-C Form), the Alcohol Use Disorders Identification Test (AUDIT), and the Revised NEO-Personality Inventory. Results indicated that college students that are ACOAs are not necessarily a homogenous group as some research as suggested. The authors suggest implications for psychotherapy and directions for future research.

Morrill-Richards, M. & Leierer, S.J. (2010). The relationship between sibling maltreatment and college students' sense of well-being. *Journal of College Counseling*, 13, 17-30.

This exploratory study used a survey instrument to investigate the question of whether the experience of sibling abuse influences the sense of well-being in college students. Participants in this study consisted of both undergraduate and graduate college students enrolled at a large university in the southern region of the United States. A linear multiple regression analysis indicated that experience with sibling abuse, either as a survivor or as a perpetrator, does have an impact on perception of well-being.

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SUB-THEME 1(G): SLEEP DISRUPTION

Buboltz, W.B, Jr., Jenkins, S.M., Barlow, S., Woller, K., Johnson, P. & Faes, T. (2009). Sleep habits and patterns of college students: An expanded study. *Journal of College Counseling, 12*, 113-124.

This study represents an expansion of previous research investigating the prevalence of sleep difficulties in college students. Participants (N= 742) were a convenience sample recruited from three public universities in the U.S. Sleep quality and sleep habits were assessed via self-report questionnaires. Poor sleep quality was reported by 22.6% of participants, whereas 65.9% replied that they experienced occasional sleep problems. More than half of the respondents noted feeling tired in the morning. Implications for counselors and their institutions are discussed.

Gilbert, S. P. & Weaver, C. C. (2010). Sleep quality and academic performance in university students: A wake-up call for college psychologists. *Journal of College Student Psychotherapy, 24*, 295-306.

The authors examined if sleep deprivation and/or sleep quality was associated with lower academic performance for non-depressed college students. Five hundred and fifty-seven psychology students were administered the Goldberg Depression Inventory (GDI) and the Pittsburgh Sleep Quality Index (PSQI). The results indicated that 70% of the samples population had clinically poor sleep quality. Females with poor sleep quality had significantly lower GPAs, however this was not true for men. Implications for counselors is discussed.

Karlson, C. W., Stevens, N. R., Olson, C. A., & Hamilton, N. A. (2010). Depression, fatigue, and pre-sleep arousal: A mediation model. *Journal of College Student Psychotherapy, 24*, 307-327.

This study was conducted to examine sleep parameters and pre-sleep arousal as contributing factors to daytime fatigue in a sample of college students reporting clinical depression. The researchers surveyed 58 undergraduate students. Each participant completed a host of questionnaires assessing general health status, selected health behaviors (i.e. caffeine or tobacco use), and sleep quality. Participants were also administered the Structural Clinical Interview for DSM-IV-TR Axis 1 Disorders, research version (SCID-I). Pre-sleep arousal was found to be a significant partial mediator in the relationship between depression and fatigue. The results suggest that pre-sleep arousal (i.e. anxiety or tension) in addition to perceptions of sleep quality are related to feelings of daytime fatigue among college students with clinical depression. The researchers also discuss the use of Cognitive-behavioral therapy for insomnia (CBT-I) as a method to address sleep parameters and fatigue in college students with clinical depression.

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SUB-THEME 1(H): NON-SUICIDAL SELF-INJURY

Aizenman, M.B. (2009). College counseling for self-injurious behavior: A case study. *Journal of College Counseling, 12*, 182-189.

This case study describes the counseling experience of a college woman undergoing treatment to address self-injurious behavior. The article presents and illustrates a counseling approach that is conceptually based on attachment and object relations theory. The approach emphasizes the client-counselor relationship and the need to establish a supportive interpersonal environment as the main factors contributing to positive change in the client's self-injuring behavior.

Wester, K.L., & Trepal, H.C. (2010). Coping behaviors, abuse history, and counseling: Differentiating college students who self-injure. *Journal of College Counseling, 13*, 141-154.

In this study, the authors explored several factors differentiating three student groups: never self-injured, self-injured in the past, and currently self-injure. A random sample of 6,000 students who attended a moderate-sized graduate university in the southeast United States were invited to participate in a Web-based survey using the Adapted Deliberate Self-Harm Inventory (ADSHI), the Brief Coping Orientations to Problems Experienced (COPE) Inventory, and the Satisfaction With Life Scale (SWLS). Among the factors investigated, results showed that currently self-injuring students were younger, less likely to use problem-focused coping behaviors, and substantially more likely to be in counseling. A little more than 20% of the participants reported they had self-injured at some time in their lives but were not currently self-injuring (i.e., had not self-injured in the past 90 days), and 5.2% reported they had self-injured in the past and were currently self-injuring (i.e., had self-injured in the past 90 days); 16.0% did not respond to this question.

Whitlock, J., Eels, G., Cummings, N., & Purington, A. (2009). Nonsuicidal self-injury in college populations: Mental health provider assessment of prevalence and need. *Journal of College Student Psychotherapy, 23*, 172-183.

This study was conducted to determine perceived trends in nonsuicidal self-injury (NSSI) behaviors among college students. 318 college counselors completed surveys assessing perceptions and experiences concerning incidences of NSSI behaviors on campus, NSSI clients, attributions for perceived changes in NSSI, and treatment approaches. Results indicate a perceived increase in NSSI behaviors. Clinicians also reported a lack of knowledge concerning effective treatment approaches despite the fact that CBT and DBT were the most favored treatments. Implications for treatment and prevention are addressed

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SUB-THEME 1(I): PERSONALITY DISORDERS & FEATURES

Draper, M.R., & Faulkner, G.E. (2009). Counseling a student presenting borderline personality disorder in the small college context: Case study and implications. *Journal of College Counseling, 12, 85-96.*

This case study examines the dynamics and challenges associated with counseling a client enrolled at a private, Catholic women's college experiencing borderline personality disorder . Diagnosis, clinical case conceptualization, and treatment are discussed.

Hammond, M.S., Lockman, J.D., & Temple, R.A. (2013). Clinical symptoms as a function of client personality in college students: Incorporating the five-factor model of personality. *Journal of College Counseling, 16, 6-17.*

The FFMP consists of five domains of normal adult personality (Neuroticism, Extraversion, and Openness to Experience, Agreeableness, and Conscientiousness). Each domain is a continuum, each end representing a more definitive expression of the distinctive features, with the midrange representing the flexible use of most or all features common in most adults. Using the FFMP as the theoretical construct for their study the authors solicited participation for their study at intake from the college counseling center at a large, publicly supported Midwestern university. Analysis of assessments of personality and mental health symptoms suggests that the personality characteristics of individuals presenting for counseling assistance systematically varied from those of the general college population. Furthermore, differing patterns of client personality characteristics were related to various symptom categories

Weikel, K.A., Avara, R.M., Hanson, C.A., & Kater, H. (2010). College adjustment difficulties and the overt and covert forms of narcissism. *Journal of College Counseling, 13, 100-110.*

The purpose of this study was to investigate the nature of the relationship between narcissism and college adjustment difficulties. Participants were a convenience sample of 280 students (110 men and 170 women) from a medium-sized, eastern state university serving students from all socioeconomic levels. They completed a demographic information form and three inventories: the 40-item version of the NPI, the 10-item HSNS, and the 108-item College Adjustment Scale. Overt narcissism correlated negatively with emotional distress and interpersonal difficulties among female, but not male, students. After controlling for self-esteem, overt narcissism correlated positively with depression among female students and with emotional distress and interpersonal difficulties among male students. Covert narcissism correlated positively with emotional distress and interpersonal and academic difficulties among both male and female

students. Associations between covert narcissism and emotional distress and interpersonal difficulties remained after controlling for self-esteem.

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

THEME 1:
COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS
& PRESENTING CONCERNS

SUB-THEME 1(J): ADHD & AUTISM SPECTRUM

Canu, W. H., & Schatz, N. K. (2011). A weak association between traits of attention deficit/hyperactivity disorder and gambling in college students. *Journal of College Student Psychotherapy*, 25(4), 334-343.

There is a theoretical connection between Attention-Deficit/Hyperactivity Disorder (ADHD) and pathological gambling in the literature. Researchers sought to investigate the relationship between the three major components of ADHD (impulsivity, inattention, and hyperactivity) and pathological gambling among 224 university students. Multiple regression analyses indicated that impulsive ADHD and pathological gambling were only marginally associated among male students. Researchers conclude that it is unlikely that symptoms of ADHD predict pathological gambling.

Pazol, R. B., & Griggins, C. (2012). Making the case for a comprehensive ADHD assessment model on a college campus. *Journal of College Student Psychotherapy*, 26, 5-21.

This article outlines one college counseling center's decision to provide a comprehensive Attention Deficit Hyperactivity Disorder (ADHD) assessment program for students. They outline reasons for developing the assessment model including: the rising number of ADHD diagnoses among college students, the legal responsibilities outlined by Federal laws, and the diagnostic limitations of the *DSM*. The authors provide an overview of the assessment model, outlining each step in the process. Benefits and limitations of the model are also discussed.

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

THEME 1:
COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS
& PRESENTING CONCERNS

SUB-THEME 1(K): OTHER MENTAL DISORDERS

Pillay, Y., & Bhat, C. S. (2012). Facilitating support for students with asperger's syndrome. *Journal of College Student Psychotherapy, 26, 140-154.*

As the number of college students with Asperger's Syndrome continues to increase, college personnel must have an awareness of the needs of these students. The authors highlight the important role that college counselors can play in providing support for students with Asperger's Syndrome. They provide suggestions for coordinating with other personnel including: faculty, residence life, and disability services. The authors also provide suggestions for individual counseling sessions that may aide in student success.

Seim, R. W. & Spates, C. R. (2010). The prevalence and comorbidity of specific phobias in college students and their interest in receiving treatment. *Journal of College student Psychotherapy, 24, 49-58.*

Little research has been conducted in regards to phobias and college students. This study explores the severity of fears experienced by students towards 12 objects and situations and the interest the students have in seeking therapy for those fears. The results indicated that of the 813 participants: 34% had a significant fear of spiders, 31% of public speaking, 22% of snakes, 18% of heights, and 16 % of injections. Of the students that presented with fears, 18% were interested in seeking treatment. The article concludes with suggestions on how college counseling centers can implement exposure-based treatments.

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

THEME 1:
COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS
& PRESENTING CONCERNS

SUB-THEME 1(L): COLLEGE ADJUSTMENT & ACADEMIC SUCCESS

Lockard, A.J., Hayes, J.A., Graceffo, J.M., & Locke, B.D. (2013). Effective counseling for racial/ethnic minority clients: Examining changes using a practice research network. *Journal of College Counseling, 16, 243-257.*

This study explored the impact of counseling on academic distress for treatment-seeking racial/ethnic minority college students using the Counseling Center Assessment of Psychological Symptoms–34, Academic Distress subscale. Participants were college or university counseling center clients who had contributed data to the Center for Collegiate Mental Health (CCMH), a nationwide practice research network. Participants included in the study met the following requirements: were undergraduate, non-international. Results indicated that there are significant differences in academic distress at intake based on race/ethnicity. Furthermore, findings revealed that change in academic distress over the course of treatment varies by race/ethnicity.

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

THEME 1:
COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS
& PRESENTING CONCERNS

SUB-THEME 1(M): MALADAPTIVE PERFECTIONISM

Ashby, J.S., Noble, C.L., & Gnilka, P.B. (2012). Multidimensional perfectionism, depression, satisfaction with life: Differences among perfectionists and tests of a stress-mediation model. *Journal of College Counseling, 15*, 130-143.

This study examined the relationship between adaptive and maladaptive perfectionism, stress, depression, and satisfaction with life in a convenience sample of undergraduate women who were enrolled at a large Midwestern university . The authors found that maladaptive perfectionists had lower satisfaction with life and higher stress and depression scores compared with adaptive perfectionists. Results also indicated that stress mediated the relationship between maladaptive perfectionism and depression and between both maladaptive and adaptive perfectionism and satisfaction with life.

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

THEME 1:
COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS
& PRESENTING CONCERNS

SUB-THEME 1(N): DATING & RELATIONSHIP VIOLENCE

Gormley, B., & Lopez, F.G. (2010). Correlates of psychological abuse perpetration in college dating relationships. *Journal of College Counseling, 13, 4- 16.*

This study examined the contributions of gender, adult romantic attachment orientations (avoidance, anxiety), defense mechanisms (narcissism, other-splitting), and stressors to college student psychological abuse perpetration (dominance). A convenience sample of undergraduate students attending a large, state-supported, Midwestern university were recruited from among students in education, criminal justice, and other academic courses and from among students in residence halls. The researchers collected demographic information and administered a variety of instruments. Men with higher levels of attachment avoidance, narcissistic entitlement, and stressful problems reported more dominance of female partners. Women with higher levels of other-splitting reported more dominance of male partners. Attachment avoidance contributed to women's dominance of male partners only in the context of elevated narcissistic entitlement or few stressors.

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

THEME 2:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 2(A): GENDER & ETHNICITY

Berrios-Allison, A.C. (2011). Career Support Group for Latino/a College Students. *Journal of College Counseling, 14, 81-95.*

Culturally derived career counseling groups constitute a potentially promising way of providing supportive experiences for Latino/college students. These groups can facilitate Latino/a students' help-seeking behavior, address general college transition needs, add new coping skills, resolve developmental issues, and respond to career concerns. The author finds these groups useful for promoting overall Wellness; improving academic performance, retention, and graduation rates; and enhancing successful transitioning into the job market and/or the continuation of post-graduation plans. Group design, recruitment strategies, and roles are discussed.

Castillo, G.C., Zahn, M.P., & Cano, M.A. (2012). Predictors of familial acculturative stress in Asian American college students. *Journal of College Counseling, 15, 52-64.*

The authors examined the predictors of familial acculturative stress in 85 Asian American college students. A convenience sample of 64 undergraduate and 21 graduate students from a southern university were primarily 1st- and 2nd-generation U.S. citizens. Participants completed a survey drawn from Family scale of the Intragroup Marginalization Inventory, the Likelihood subscale of the Asian American Family Conflicts Scale, and the Psychological Acculturation Scale, the revised Social, Attitudinal, Familial, and Environmental Acculturative Stress Scale. Results showed that perceived acculturative family conflict and family intragroup marginalization were related to higher levels of familial acculturative stress for participants. Family intragroup marginalization accounted for a statistically significant proportion of the variance in familial acculturative stress after all variables were controlled. The findings emphasize the need to recognize culture-specific stressors of college students.

Christopher, M.S., & Skillman, G.D. (2009). Exploring the link between self-construal and distress among African American and Asian American college students. *Journal of College Counseling, 12, 44-56.*

The authors investigated ethnicity, self-construal, and distress among African American and Asian American college students residing throughout the U.S.. African American students expressed more salient independent self-construals, whereas Asian American students expressed more salient interdependent self-construals. As hypothesized, among African American participants, distress was positively related to interdependent self-construal and negatively associated with independent self-construal. Contrary to prediction, the same pattern was found for Asian American participants. Multicultural clinical practice implications are presented.

Gloria, A.M., Castellanos, J., Segura-Herrera, T.A., & Mayorga, M. (2010). Assessing cultural orientation, cultural fit, and help-seeking attitudes of Latina undergraduates *Journal of College Counseling, 13, 126-140.*

This study assessed the influence of cultural orientation and cultural fit of 121 Latina undergraduates' help-seeking attitudes. Participants attended a mid-size, west coast, primarily commuter university where racial and ethnic minority students were 57% of the total enrollment. Latina/o students were 10.5% of the total university student population. Mexican and Anglo orientation, cultural congruity, and perceptions of the university environment did not predict help-seeking attitudes; however, differences emerged by class standing and self-reported previous counseling experience.

Hayes, J.A., Chun-Kennedy, C., Edens, A., & Locke, B.D. (2011). Do double minority students face double jeopardy? Testing minority stress theory. *Journal of College Counseling, 14, 117-126.*

Data from the pilot study for the Center for Collegiate Mental Health (CCMH) and the CCMH-Student Affairs Administrators in Higher Education (NASPA) survey were analyzed to deduce whether (a) among students seeking help from university counseling centers, racial/ethnic minority clients would report greater psychological distress than would European American clients; and (b) non-heterosexual clients would report greater distress than would heterosexual clients. Results revealed that ethnic and sexual minority clients experienced greater psychological distress on multiple dimensions than did European American or heterosexual clients, respectively, as did ethnic and sexual minority students who were not clients. Among sexual minority students, ethnicity was not an added source of distress. Among ethnic minority students, sexual minority status was associated with heightened psychological distress.

Hayes, J.A., Youn, S.J., Castonguay, L.G., Locke, B.D., McAleavey, A.A., & Nordberg, S. (2011). Rates and predictors of counseling center use among college students of color. *Journal of College Counseling, 14, 105-116.*

Data for the summaries of this study was drawn from the pilot survey (2008) of the Center for Collegiate Mental Health (CCMH) and the CCMH-Student Affairs Administrators in Higher Education (NASPA). A comparison of institutional enrollment data and counseling center service utilization data at 66 universities showed that neither ethnic minority students nor European American students under- or over-utilized counseling services (Study I). Data from Study 2 examining students in the general campus bodies at 45 institutions indicated that utilization of counseling center services for students of various ethnicities was predicted by the ethnic composition of the counseling center staff. Among students of color, utilization of campus counseling services was predicted by greater psychological distress, less family support, and a history of previous psychological problems.

Holmes, J. D. & Hardin, S. I. (2009). Religiosity, meaning in life, and clinical symptomology: A comparison of African-American and European-American college students. *Journal of College Student Psychotherapy, 23, 103-117.*

Research has shown that many religious variables have been positively associated with mental and physical health. This study surveyed 299 students to examine if religiosity was subsumed under the meaning of life as a predictor of psychological well-being. The students were administered the Religious Well-Being (RWB) subscale, the Life Attitude Profile-Revised (LAP-R), and the Brief Symptom Inventory (BSI). The results indicated that for European-American students, religiosity was subsumed by general meaning in life and predicted little variance in psychological symptomology. For African-American students, the meaning of life subsumed religiosity and predicted little variance in symptomology. Implications for counseling and therapy are discussed.

Lockard, A.J., Hayes, J.A., McAleavey, A.A., & Locke, B.D. (2012). Change in academic distress: Examining differences between a clinical and nonclinical sample of college students. *Journal of College Counseling, 15, 233-246.*

The purpose of this study was to examine academic distress over the course of a semester for both a clinical and nonclinical sample of college students by administering the Counseling Center Assessment of Psychological Symptoms (CCAPS-62 and CCAPS-34) to students enrolled at a large, Mid-Atlantic university. Results revealed that students who were in counseling showed a significant decrease in academic distress scores, whereas students who were not in counseling showed no significant change in academic distress scores. Many studies have explored the relationship between counseling and retention. On the whole, counseling seems to have a positive effect on retention. The results of this study suggest that receiving counseling can decrease a student's short term issues of academic distress.

Love, K.M., & Murdock, T.B. (2012). Parental attachment, cognitive working models, and depression, among African American college students. *Journal of College Counseling, 15, 117- 129.*

In an attempt to understand the cognitive mechanisms by which parental attachments predict depression among African American college students, the authors examined a mediational path model containing parental attachment, cognitive working models, and depression. A convenience sample of 167 African American college students were recruited from three predominantly White colleges and universities in a medium-sized city in the Midwest. They completed the Parental Attachment Questionnaire, the Generalized Trust subscale of the Trust Inventory, and the Comprehensive Personality and Affect Scales (COPAS). Results demonstrated a close fit of the model to the data, and several significant paths emerged.

Rigali-Oiler, M., & Kurpius, S.R. (2013). Promoting academic persistence among racial/ethnic minority and European American freshman and sophomore undergraduates: Implications for college counselors. *Journal of College Counseling, 16, 198-212.*

The authors explored factors influencing persistence decisions among a convenience sample of 346 racial/ethnic minorities (REM) and 813 European American freshmen and sophomore undergraduates attending a predominantly White southwestern university. Centrality of

racial/ethnic identity was more important for REM students than for European American students in general and for women in particular. In contrast, public regard was more salient for European American students than for REM students, even when the gender of the student was held constant. Perceptions of the university environment and self-beliefs predicted persistence decisions for all participants.

Smith, A.R., & Davenport, B.R. (2012). An evaluation of body image assessments in Hispanic college women: The Multidimensional Body-Self Relations Questionnaire and the Appearance Schemas Inventory-Revised. *Journal of College Counseling, 15, 198-214.*

The authors evaluated the utility of the Multidimensional Body-Self Relations Questionnaire (MBSRQ; Brown, Cash, & Mikulka, 1990) and the Appearance Schemas Inventory–Revised (ASI-R; Cash, Melnyk, & Hrabosky, 2004) by administering the instruments to Hispanic female college students. Results indicated that the means of the MBSRQ and the ASI-R differed significantly from previously published norms but evidenced adequate internal consistency reliability. However, further research is needed to examine these constructs within this population.

Spurgeon, S.L. (2009). Wellness and college type in African American male college students: An examination of differences. *Journal of College Counseling, 12, 33-43.*

A convenience sample of African American male students (N = 203) attending a historically Black university (HBCU) and a predominantly White institution (PWI) located in the southeast participated in a study to determine differences in Wellness. In addition to a demographic questionnaire, participants completed the Wellness Evaluation of Lifestyle (WEL). HBCU students scored significantly higher than did PWI students on Friendship, Love, Sense of Control, and Gender Identity. PWI students scored significantly higher than did HBCU students on Sense of Worth.

Williams, W.S., & Chung, Y.B. (2013). Do cultural attitudes matter? The role of cultural orientation on academic self-concept among Black/African college students. *Journal of College Counseling, 16, 228-242.*

The authors explored the relationship between academic self-concept and non-cognitive variables (i.e., Africentric cultural orientation, academic class level, gender, and involvement in culturally relevant school and community activities) among Black/African college students. A convenience sample of Black/African students who attended a predominantly White urban university in the southeastern United States completed the Africentrism Self-Report (ASR) Form C. and the Academic Self-Concept Scale (ASCS); Results indicated that Africentric cultural orientation and academic class level were significantly related to academic self-concept. Female students had higher scores on the ASCS) compared with their male peers.

Zhang, N., & McCoy, V. A. (2009). Discussion of racial difference in counseling: A counselor's perspective. *Journal of College Student Psychotherapy, 23, 3-15.*

The primary purpose of this study was to examine counselors' perspectives on discussion of racial differences and its influence on the therapeutic relationship between the counselor and the client. 53 professional counselors and counselor trainees who saw clients who were racially different than themselves were administered the Working Alliance Inventory. The findings of this study indicate that, from a counselor's perspective, discussing racial differences was important in developing a strong-therapeutic relationship.

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

THEME 2:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 2(B): INTERNATIONAL STUDENTS

Crockett, S.A., & Hays, D.G. (2011). Understanding and responding to the career counseling needs of international college students on U.S. campuses. *Journal of College Counseling, 14*, 65-79.

The authors believe that international students, increasingly visible on U.S. campuses, tend to confront unique career development challenges and often experience heightened vocational difficulty. In this article, the authors present 3 themes regarding international students' career needs derived from the current literature: career placement needs, individual factors mediating international student career needs and barriers, and help-seeking behaviors. The authors identify a significant gap in the literature as the overall lack of articles regarding international students' vocational situation.

Li, M-L, & Nishikawa, T. (2012). The relationship between active coping and trait resilience across U.S. and Taiwanese college student samples. *Journal of College Counseling, 15*, 157-171.

This study compared predictors of active coping (people's tendency to actively cope with stress) among college students in the United States and Taiwan. Participants were a convenience sample of 264 college students recruited from a business school in a metropolitan area of the East Coast of the United States and 329 college students enrolled in a business school in a metropolitan area of the West Coast of Taiwan. In both samples, trait resilience predicted active coping and mediated the effect of self-efficacy on active coping. The findings indicate that trait resilience influences college students' active coping with stress, regardless of their cultural backgrounds.

Mohammadi, M., Schwitzer, A. M., & Nunnery, J. (2010). Examining the effects of residence and gender on college student adjustment in Iran: Implications for psychotherapists. *Journal of College Student Psychotherapy, 24*, 59-72.

Researchers examined the effect that residential living versus commuter status would have on academic performance, vocational commitment, self-efficacy and perceptions on environment among university students in Iran. They also looked at gender as a mediating factor. 241 students were surveyed and completed select subscales from the College Student Experience Questionnaire. Results indicate that on-campus residency as a positive effect on academic performance, vocational commitment, self-efficacy and perception on environment. Researchers also found that gender was a mediating factor for all of these areas. For female students, resident status was associated with better academic performance and a greater vocational commitment. Limitations and implications of the research are also discussed.

Tsai, P-C, & Wong, Y.J (2012). Chinese and Taiwanese international college students' participation in social organizations: Implications for college counseling professionals. *Journal of College Counseling, 15, 144-156.*

This qualitative focus group study explored the meaning of Chinese and Taiwanese international students' lived experiences in social organizations. Participants were 9 Chinese and Taiwanese international college students enrolled at a Midwestern U.S. university. The analyses uncovered 7 themes: social support, recreation, emotional support, practical benefits, contributions to the organizations, commitment toward organizations, and stressors associated with participation. Participants discussed the friendships they formed and the opportunities to connect with culturally and linguistically similar individuals as important benefits of participating in social organizations. The majority of participants also stated that the social organizations served as recreational settings for them. Specific benefits included opportunities to pursue their interests as well as relieve stress and boredom. Participants who had assigned positions or roles in their social organizations felt an obligation to fulfill their responsibilities in their organizations, and they acknowledged that they derived satisfaction from being able to contribute to their organizations.

Yakunina, E. S., Weigold, I. K., & McCarthy, A. S. (2011). Group counseling with international students: Practical, ethical, and cultural considerations. *Journal of College Student Psychotherapy, 25, 67-78.*

International college students face a host of challenges and adjustment concerns including language difficulties, lack of social support, racial discrimination and acculturative stress. However, few seek out counseling. Previous researchers have suggested the use of group counseling to address some of the needs of international students. The authors of this article discuss items that must be considered before implementing a group such as the leader's theoretical orientation, the type of group it will be (process, task, etc.), and implementations that will be used. Ethical considerations, especially those pertaining to informed consent, dual relationships and cultural differences are also discussed.

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

THEME 2:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 2(C): GLBTQ STUDENTS

Effrig, J.C., Bieschke, K.J., & Locke, B.D. (2011). Examining victimization and psychological distress in transgender college students. *Journal of College Counseling, 14*, 143-157.

Treatment-seeking and non-treatment-seeking transgender college students were examined with regard to victimization and psychological distress. Findings showed that transgender college students had elevated rates of distress as compared with college students who identified as men or women. Results indicated that treatment-seeking and non-treatment-seeking transgender college students did not significantly differ with regard to psychological distress or experiences of victimization, with the exception of rates of suicidal ideation. Participant data was extracted from two samples: the first sample comprised students from the general campus population surveyed by Student Affairs Administrators in Higher Education (NASPA) The second sample comprises college students seeking counseling services at one of 66 counseling centers nationwide that contributed data to the Center for Collegiate Mental Health (CCMH). More information describing how the two samples were collected is available (Hayes et al., 2011, JCC, 14).

Goodrich, K.M. (2012). Lived experiences of college-age transsexual individuals. *Journal of College Counseling, 15*, 215-232.

This article reviews the lived experiences of 4 college-age transsexual individuals. A qualitative study using grounded theory was conducted to investigate their experiences influencing their later educational persistence. Results suggested that level of discomfort, perceived social supports, level of secrecy, and academic achievement all affected participants' decision making regarding persistence.

McAleavey, A.A., Castonguay, L.G., & Locke, B.D. (2011). Sexual orientation minorities in college counseling: Prevalence, distress and symptom profiles. *Journal of College Counseling, 14*, 127-142.

The Center for Collegiate Mental Health (CCMH) clinical pilot data set and the CCMH-Student Affairs Administrators in Higher Education (NASPA) data set were the sources of data for the present study. The results of this study showed that college student sexual minorities were frequent clients in counseling centers and that they were more likely than heterosexual students to seek counseling. The results also showed that sexual orientation groups differed in meaningful ways from one another, and many sexual orientation groups reported higher levels of psychological symptoms than did heterosexual students.

Wang, C., Schale, C.L., & Broz, K.K. (2010). Adult attachment; lesbian, gay, and bisexual identity; and sexual attitudes of non-heterosexual individuals. *Journal of College Counseling (13)*, 31-49.

Lesbian, gay, and bisexual (LGB) college students from 12 university campuses (N = 177) participated in this study that examined the relationships between adult attachment, LGB identity, and sexual attitudes. Findings indicated that adult attachment was significantly related to LGB identity and sexual attitudes and that an LGB identity variable moderated the relationship between attachment avoidance and sexual permissiveness attitudes. Findings, counseling implications, and future research directions are discussed.

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

THEME 2:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 2(D): STUDENT ATHLETES

Heird, E.B., & Steinfeldt, J.A. (2013). An interpersonal psychotherapy approach to counseling student athletes: Clinical implications of athletic identity. *Journal of College Counseling, 16, 143-157.*

Research has shown that disruptive circumstances in an athlete's career (temporary injury, permanent injury, retirement) can pose significant difficulties, especially if the athlete has developed a salient athletic identity at the expense of a multidimensional self-concept. The authors present an interpersonal psychotherapy approach to case conceptualization with student athletes that can be effective because of its brief nature and focus on grief, role transitions, interpersonal deficits, and interpersonal disputes.

Lopez, R.L., & Levy, J.J.(2013). Student Athletes' perceived barriers to and preferences for seeking counseling. *Journal of College Counseling, 16, 19-31.*

The purpose of this study was to investigate attitudes of intercollegiate student athletes regarding their use of counseling services. The participants in this study were 165 National Collegiate Athletic Association (NCAA) Division I-A and Division I-AA intercollegiate varsity student athletes representing a wide variety of sports. The authors assessed student athletes' perceived barriers to seeking counseling services and their preferred characteristics of a helping professional. Several barriers to counseling, including time constraints and social stigma were identified. Results suggest student athletes have strong preferences for counselor characteristics, including familiarity with sports, gender, and age.

Parcover, J.A., Mettrick, J.A., Parcover, C.A.D., & Griffin-Smith, P. (2009). *Journal of College Counseling, 12, 149-161.*

Increasingly, university and college counselors are sought out by their institution's sports coaches for assistance in achieving team goals. Traditional sport psychology models that have the individual athlete as their primary focus are insufficient frameworks for team-level consultations. The authors believe that systemic approaches may provide an effective alternative. In this article, the authors offer and illustrate S. Minuchin's (1974) Structural Family Therapy as a heuristic model for conceptualizing and intervening with athletic teams.

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

THEME 2:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 2(E): MILITARY/VETERAN STUDENTS

Bonar, T. C., & Domenici, P. L. (2011). Counseling and connecting with the military undergraduate: The intersection of military service and university life. *Journal of College Student Psychotherapy*, 25(3), 204-219.

The current literature review investigates college students who have served in the military. Researchers focus their review on the following three major core areas. First, services that are available for college students who are disabled veterans. Second, the impact of the deployment cycle (before and after) impacts undergraduate students who are in the military. Third, university related programs and support services that are available to students who are serving in the military. These three core concepts are discussed in the context of findings from the existing literature and with case vignettes of military students who received services at a college counseling center.

Jackson, K. & Seeman, D. (2009). Psychotherapy with college student survivors of war and political trauma. *Journal of College Student Psychotherapy*, 23, 40-49.

This study examines case examples of college students that have survived war and political trauma and have sought treatment at a college counseling center. The author shares personal experiences with clients and provides issues for other counselor to consider when working with this population such as maintaining neutrality and transference/countertransference.

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

THEME 2:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 2(F): GRADUATE STUDENTS

Blum, L. D. (2010). The “All-But-the –Dissertation” student and the psychology of the doctoral dissertation. *Journal of College Student Psychotherapy, 24, 74-85.*

Among doctoral students are those students that become “All-But-the-Dissertation” (ABD). The authors review doctoral dissertations on the topic of dissertation completion to gain a better understanding of the psychology of the dissertation. The authors discuss some of the factors an ABD student may have compared to a student that successfully completed their dissertation. In addition, external and internal conflicts student may have while completing their dissertation are discussed. A clinical vignette is used to illustrate psychotherapeutic concerns involving a student working on their dissertation.

Kadambi, M., Audet, C. T., & Knish, S. (2010). Counseling higher education students: Counselors' positive experiences. *Journal of College Student Psychotherapy, 24(3), 213-232.*

Researchers used cognitive mapping to capture 65 university counseling professionals' positive experiences with providing therapy to clients. To capture these experiences, participants were asked “what are the positive aspects that motivate you to provide counseling/ psychotherapy to students?” A cluster analysis and multidimensional scaling techniques were used to analyze participants' responses and create a concept map. Ten thematic clusters emerged that were related to the following four positive aspects: the client, the work environment, the counselor, and the counseling process. Implications for promoting supportive and positive environments for counselors in university counseling centers are discussed.

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

THEME 2:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 2(G): FIRST-GENERATION STUDENTS

Jenkins, S.R., Belanger, A., Connally, M.L., Boals, A., & Duron, K.M. (2013). First-generation undergraduate students' social support, depression, and life satisfaction. *Journal of College Counseling, 16*, 129-142.

In this study, the authors used measures of three sources of social support, PTSD symptoms, depression symptoms, and life satisfaction. to compare first- and non-first-generation undergraduate students' social support, posttraumatic stress, depression symptoms, and life satisfaction. Participants were drawn from a convenience sample of students who attended a large state-supported southwestern university. First-generation participants reported less social support from family and friends, more single-event traumatic stress, less life satisfaction, and marginally more depression symptomatology than non-first-generation participants, but significant generation–gender interactions showed first-generation women doing worse and first-generation men doing better than others.

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

THEME 2:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 2(H): NATIVE AMERICAN STUDENTS

Watson, J.C. (2009). Native American racial identity development and college adjustment at two-year institutions. *Journal of College Counseling, 12*, 125-136.

In this study, a series of simultaneous multiple regression analyses were conducted to examine the relationship between racial identity development and college adjustment for a convenience sample of 76 Choctaw community college students enrolled at two rural community colleges in the southern United States. Results indicated that 3 of the 4 racial identity statuses (dissonance, immersion-emersion, and internalization) were significantly related to college adjustment, whereas the 4th status, conformity, was not.

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

THEME 2:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 2(I): Non-Traditionally Aged Students

Henry, W.J., Mtchmam, M.A., & Henry, L.M. (2013). Conflict resolution strategies adopted from parenting coordination: Assisting high-conflict co-parenting students. *Journal of College Counseling, 16, 176-190.*

This article examines the challenges faced by nontraditional college students who are coparents as a result of divorce. The need for college counseling centers to have counseling options designed to assist this non-traditional student population is presented. Conflict resolution techniques based on the Parenting Coordination model are offered to help these students deal with the challenges of co-parenting responsibilities.

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

THEME 3:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(A): INDIVIDUAL COUNSELING & PSYCHOTHERAPY:
VARIOUS INNOVATIVE PRACTICES & PROGRAMS

Adler, J. M. & Cook-Nobles, R. (2011). The successful treatment of specific phobia in a college counseling center. *Journal of College Student Psychotherapy, 25, 56-66.*

A case study is presented in utilizing cognitive-behavioral therapy with the effective treatment of a specific phobia. The article discusses the use of in vivo exposure therapy with a student that had a severe fear of elevators. A detail explanation of how the therapy was implanted provides a template for practitioners to use. Benefits and limitations of the therapy are discussed.

Burns, J. L., Lee, R. M., & Brown, L. J. (2011). The effect of meditation on self-reported measures of stress, anxiety, depression, and perfectionism in a college population. *Journal of College Student Psychotherapy, 25, 132-144.*

Meditation and mindfulness have become more common in much of psychotherapeutic literature. This study examines the effects of Transcendental Meditation (TM) on the stress, anxiety, depression and perfectionist thoughts of college students. Forty-three undergraduates were given self-report measures pre and post intervention. The results indicated that the students showed a significant decline in all the variables after the intervention. Implications for the use of meditation with treatment are discussed.

Joyce, A. W., Ross, M. J., Vander Wal, J. S., & Austin, C. C. (2009). College students' preferences for psychotherapy across depression, anxiety, relationship, and academic problems. *Journal of College Student Psychotherapy, 23(3), 212-226.*

The purpose of this study was to investigate 218 college students' preferences for process of change among the following four common problem areas for college students: relationship, depression, anxiety, and academic problems. Results revealed significant differences between college students' preferences for processes of change based on particular problem types. In general, processes of change were preferred more for anxiety, relationship problems, and eating disorders compared to academic problems.

Morey, J.T., & Dansereau, D. F. (2010). Decision-making strategies for college students. *Journal of College Counseling, 13, 155-168.*

The effectiveness of two strategies for improving student decision making—node-link mapping and social perspective taking (SPT)—are examined.. NLM is a unique cognitive-based technique designed to visually portray ideas, feelings, facts, and experiences (Dansereau & Dees, 2002). A

person using SPT an individual takes into account the point of view of other persons by imagining their perspectives (Bernstein & Davis, 1982; Underwood & Moore, 1982). A convenience sample of participants attending a large southern university, using SPT were significantly better able to evaluate decision options and develop plans, suggesting that college counselors might increase the effectiveness of students' decision making by presenting a simple SPT strategy.

Pinkerton, R., Talley, J. E., & Cooper, S. L. (2009). Reflections on individual psychotherapy with university students: What seems to work. *Journal of College Student Psychotherapy, 23, 153-171.*

Based on experiences and the literature, the authors offer reflections on what works best when doing psychotherapy with university students. The authors suggest that prior to intake, it should be assumed that all students are eligible for brief psychotherapy. Intake should assess for clients that might be better suited for non-brief therapy. The authors then give considerations to make when referring a student, notes on crisis intervention, stress management, and the case for open-ended psychotherapy. Extra-therapeutic factors and implications are also discussed.

Smart, R. (2010). Counseling a biracial female college student with an eating disorder: A case study applying an integrative biopsychosocialcultural perspective. *Journal of College Counseling, 13, 182-193.*

This case study describes short-term counseling with a young biracial woman experiencing an eating disorder. A biopsychosocialcultural conceptualization of the problem is described. The counseling approach is informed by feminist and multicultural theory and uses both interpersonal and cognitive behavior therapy.

Tate, K.A., Williams, III, C., & Harden, D. (2013). Finding purpose in pain: Using logotherapy as a method for addressing survivor guilt in first-generation college students. *Journal of College Counseling, 16, 79-92.*

This article provides (a) an overview of first-generation college students' participation in higher education, (b) a review of survivor guilt as experienced by these students, (c) a description of how logotherapy can be implemented by college counselors, and (d) the implications of this approach for college counselors.

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

THEME 3:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(B): MINDFULNESS & MOTIVATIONAL INTERVIEWING

Bolger, K., Carter, K., Curtin, L., Martz, D. M., Gagnon, S. G., & Michael, K. D. (2010). Motivational interviewing for smoking cessation among college students. *Journal of College Student Psychotherapy, 24*, 116-129.

College students make up the highest percentage of new smokers. Motivational interviewing (MI) has been shown to be a successful intervention in cigarette smoking cessation. This study examined the efficacy of a two-session motivational based intervention versus an assessment/information session for cigarette smokers. Forty undergraduate students completed self-report questionnaires assessing smoking habits, self-efficacy, and readiness to change. They were then assigned to one of the two intervention groups. Participants completed the same questionnaires one month following the interventions. Both groups reported significant reduction in smoking frequency across time, indicating that brief interventions may be effective, regardless of the method. However, those in the MI group reported increased self-efficacy compared to the assessment/information group.

Byrne, C.B., Bond, L.A., & London, M. (2013). Effects of mindfulness-based versus interpersonal process group intervention on psychological well-being with a clinical university population. *Journal of College Counseling, 16*, 213-227.

This quasi-experimental study compared a group mindfulness-based intervention (MI) with an interpersonal process (IP) group intervention and a no-treatment (NT) control condition in reducing psychological distress among 112 students who sought mental health services at the university counseling centers at two state universities, one in the Northeast and the other in the Midwest of the United States. At post-intervention, IP and MI group participants exhibited significant reductions in anxiety, depression, and interpersonal problems compared with the NT group. At the 6-month follow-up, only MI participants maintained the reduction in anxiety, depression, and academic problems; conversely, only IP participants maintained reductions in interpersonal problems.

Hayes, B.G., Curry, J., Freeman, M.S., & Tyson, H.K. (2010). An alternative counseling model for alcohol abuse in college: A case study. *Journal of College Counseling, 13*, 87-96.

Abstinence education remains a prevailing approach for addressing college student alcohol abuse. This case study illustrates an alternative method of intervening that combines motivational interviewing, harm reduction, and a brief solution-focused model. The counseling approach illustrated emphasizes reduction in, rather than abstinence from, drinking behaviors and therefore may be especially useful on campuses where cultural context rejects abstinence

and where many student constituents resist engaging in traditional abstinence approaches.

Iarussi, M.M. (2013). Examining how motivational interviewing may foster college student development. *Journal of College Counseling, 16, 158-175.*

This article describes how professional counselors working in higher education settings might apply motivational interviewing (MI) to foster college student development while helping students make positive behavior changes. The author describes how Chickering and Reisser's seven vector theory of human development fits with MI.

Popick Brady, V., & Whitman, S.M. (2012). An acceptance and mindfulness-based approach to social phobia: A case study. *Journal of College Counseling (15), 81-96.*

Acceptance and mindfulness-based therapies are based on the premise that underlying all anxiety disorders is an unwillingness to experience one's internal events (thoughts, feelings, sensations), as well as efforts directed toward altering the experience of these events. This case study demonstrates the successful use of an acceptance-based approach for the treatment of social anxiety disorder for a student in a college counseling center.

Scholl, M.B., & Schmitt, D.M. (2009). Using motivational interviewing to address college client alcohol abuse. *Journal of College Counseling, 12, 57-70.*

Motivational Interviewing is presented as a potentially effective counseling strategy for assisting traditional aged college students in reducing their problematic, heavy alcohol use. Motivational Interviewing's congruence with two developmental theories—Self-Determination Theory and Chickering and Reisser's Seven Vector Model is explored. A case illustration is presented.

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

THEME 3:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(C): MEDIA- & TECHNOLOGY-BASED
COUNSELING INTERVENTIONS

Birky, I., & Collins, W. (2011). Facebook: Maintaining ethical practice in the cyber age. *Journal of College Student Psychotherapy, 24, 193-203.*

As social media and social networking become more pervasive, college counselors may often be encountered with ethical questions pertaining to relationships with clients and social networking engagement. This writers of this article discuss ethical, clinical, and cultural considerations pertaining to social networking use. They highlight relevant principals from the American Psychological Association's code of ethics and provide sample guidelines for maintain ethical practice with social networking.

Doumas, D.M., & Andersen, L.L. (2009). Reducing alcohol use in first-year university students: Evaluation of a Web-based personalized feedback program. *Journal of College Counseling, 12, 18-32.*

The authors assessed the efficacy of a Web-based personalized feedback program—electronic CHECKUP TO GO (e-CHUG), aimed at reducing heavy drinking in first-year university students. Participants were a convenience sample of first-year enrolled at a large metropolitan university in the Northwest. Results indicated that high risk students in the e-CHUG group reported significantly greater reductions in weekly drinking quantity, frequency of drinking to intoxication, and occurrence of alcohol-related problems. Recommendations for integrating Web-based alcohol programs into a comprehensive prevention program are discussed.

Doumas, D.M., Kane, C.M., Navarro, T.B., & Roman, J. (2011). Decreasing heavy drinking in First-Year students: Evaluation of a Web-based personalized feedback program administered during orientation. *Journal of College Counseling, 14, 5 -20.*

This study evaluated the effectiveness of a web-based personalized normative feedback program, electronic Check-Up to Go (e-CHUG). in decreasing heavy drinking among First-year university students. Results indicated a convenience sample of high-risk students receiving the e-CHUG program during First-year orientation activities reported significantly greater reductions in heavy drinking and alcohol-related consequences than did students in an assessment-only control group at a 3-month follow-up. Recommendations for integrating e-CHUG into orientation activities are discussed.

Quarto, C. J. (2011). Influencing college students' perceptions of videocounseling. *Journal of College Student Psychotherapy, 25, 311-325.*

Technological advances have introduced a number of new communication modalities, many of which can be used in distance counseling. This study sought to examine whether students frequently used technology and webcams held more favorable attitudes for videocounseling than those who did not. 80 undergraduate students were administered questionnaires assessing experience with technology attitudes about online counseling, and expectations about videocounseling. Participants then watched a simulated videocounseling session and completed the questionnaires again. Frequency of webcam use did not affect participants' attitudes towards videocounseling. However, the researchers found that watching a simulated videocounseling session resulted in greater perceived value of this approach, less discomfort, and stronger expectations in terms of efficacy. Implications for clinicians and counselor educators are discussed.

Menzano, S., Goodwin, A., Rockett, G., & Morris, K. (2011). Practical, ethical, and legal considerations regarding video counseling in college and university counseling centers: A response to Quarto's "influencing college student' perceptions of videocounseling." *Journal of College Student Psychotherapy*, 25, 326-333.

The authors of this article outline practical, ethical, and legal issues regarding video counseling in university counseling centers. The authors discuss issues surrounding informed consent, confidentiality, licensure and record keeping. They also address obstacles for implementing videocounseling including the occurrence of technological issues, issues with determining who is eligible for videocounseling, unclear procedures for handling crises, and staff resistance.

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

THEME 3:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(D): PSYCHOMETRIC INTAKE TOOLS

Burck, A.M., Laux, J.M., Harper, H., & Ritchie, M. (2010). Detecting faking good and faking bad with the Substance Abuse Subtle Screening Inventory- 3 in a college student sample. *Journal of College Counseling, 13, 63- 72.*

This study investigates the SASSI-3's ability to discriminate faking (faking good, problem denial; faking good, claiming extreme virtue; faking bad) from standard answering. Although the results suggest that the Defensiveness scale detects faking, the Subtle Attributes scale was manipulated. These results call into question the SASSI-3's utility in detecting substance dependence among college students.

Diemer, M. A., Wang, Q., & Dunkle, J. H. (2009). Counseling center intake checklists at academically selective institutions: Practice and measurement implications. *Journal of College Student Psychotherapy, 23(2), 135-150.*

Researchers performed two studies to identify the factors that should be included on intake checklists for presenting concerns at college counseling centers. The first study was an exploratory factor analysis and the second study involved a confirmatory factor analysis. Each factor analysis included 1,000 records from existing client records. Results revealed the following six factor model for a checklists: academic fears and worries, substance use concerns, depression, loneliness/ social competence, sexual and intimate relationships, and traumatic experiences. Implications for counseling practice are discussed.

Hartley, M. (2012). Assessing and promoting resilience: An additional tool to address the increasing number of college students with psychological problems. *Journal of College Counseling, 15, 37-51.*

This study examined the assessment of resilience in undergraduate college students. Multigroup comparisons of the Connor–Davidson Resilience Scale (CD-RISC; Connor & Davidson, 2003) were performed on general population students and students recruited from campus mental health offices offering college counseling, psychiatric-support, and disability-support services. Results found that the 10-item CD-RISC demonstrated strong fit and reliability, with significantly higher scores for general population students.

Martin, J.L., Hess, T.R., Ain, S.C., Nelson, D.L., & Locke, B.D. (2012). Collecting multidimensional client data using repeated measures: Experiences of clients and counselors using the CCAPS-34. *Journal of College Counseling, 15, 247-261.*

This study explored 55 clients' and 16 doctoral counselor trainees' experiences collecting and using data on client distress at each session over the course of counseling at a large public university's counseling center. Results indicated that the majority of both clients and counselors found the process convenient and clinically useful.

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

THEME 3:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(E): OVERLAPPING CAREER, ACADEMIC,
& PERSONAL COUNSELING

Adams, C.M. (2012). Calling and career counseling with college students: Finding meaning in work and life. *Journal of College Counseling, 15, 65-80.*

This article introduces the concept of “calling” and reviews relevant research, offers suggestions for integrating it into career counseling with college students, and provides a case example. Although economic and social changes have seemingly resulted in values that are not necessarily consistent with the search for meaningfulness, there has been a recent awareness of the need to find ways to incorporate meaning, a sense of being called, into people’s work. The author uses Dik and Duffy’s (2009) definition of calling: *[A calling is] a transcendent summons, experienced as originating beyond the self, to approach a particular life role in a manner oriented toward demonstrating or deriving a sense of purpose or meaningfulness and that holds other-oriented values and goals as primary sources of motivation. (p. 427).*

Gibbons, M.M., & Shurts, W.M. (2010). Combining career and couples counseling for college students: A narrative approach. *Journal of College Counseling, 13, 169-181.*

A model for addressing career and relationship issues with heterosexual college couples in a group format is presented. An approach grounded in narrative theory is described, and case examples are provided to illustrate the model.

Mattanah, J.F., Brooks, L.J., Brand, B.L., Quimby, J.L., & Ayers, J.F. (2012). A social support intervention and academic achievement in college: Does perceived loneliness mediate the relationship? *Journal of College Counseling (15), 22-36.*

The authors of this study sought to discover if a nine week peer network social support program that emphasized team building and mutual problem solving resulted in greater involvement on campus and better self-reported academic achievement among incoming freshmen. Mediating variables that were examined included a perceived reduction in loneliness, gender, ethnicity, and the students’ living arrangements. Participants were first time, first year students enrolled at a large, four year, primarily non-residential, suburban university. A control group met once and was provided with information about campus resources. The intervention modestly, but significantly, resulted in increased academic performance as compared to the control group, although there was very limited support for the idea that loneliness mediated the effects of the social support program.

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

THEME 3:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(F): FAMILY THERAPY INTERVENTIONS

Haber, R., & Merck, R. A. (2010). Intruder or resource? The family's influence in college counseling centers. *Journal of College Student Psychotherapy, 24, 162-180.*

In recent years, there has been a rise in the complexity and severity of mental health problems on college campuses. The authors of this article provide a rationale for considering the family as a consultant or member in the therapeutic process when working with college students. They highlight the importance of social support in alleviating symptoms of mental illness and note that a client's family can serve as a resource. The authors provide guidelines for including family members as consultants in the therapeutic process. They also provide clinical case examples and discuss instances in which this would be contraindicated.

Jackson, K. (2009). The use of family therapy within a university counseling center. *Journal of College Student Psychotherapy, 23, 253-261.*

Parents can often be seen as overinvolved or too demanding in a college student's life. The author argues that instead of demonizing the parents, counselors should consider using a family therapy perspective when working with the students. A review of the literature and vignettes are used to illustrate the importance and application of family psychotherapy. Benefits of using a family therapy perspective include a broader lens to view individual concerns.

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

THEME 3:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(G): GROUP COUNSELING & PSYCHOTHERAPY:
VARIOUS INNOVATIVE PRACTICES & PROGRAMS

Boldt, R. W., & Paul, S. (2011). Building a creative-arts therapy group at a university counseling center. *Journal of College Student Psychotherapy*, 25(1), 39-52.

Creative arts therapy groups are becoming an increasingly popular intervention for helping college students who are struggling with intrapersonal and interpersonal challenges. The purpose of this study was to provide a framework to guide counseling practitioners who are interested in establishing their own creative arts therapy groups. Researchers provide an example of how a creative arts therapy group was designed and implemented in a college counseling center.

Fajgenbaum, D., Chesson, B., & Lanzi, R. G. (2012). Building a network of grief support on college campuses: A national grassroots initiative. *Journal of College Student Psychotherapy*, 26(2), 99-120.

Approximately 25% of college students grieve the loss of a loved one in their college careers. The purpose of this article was to review steps that college administrators and counselors can take to support students who are grieving the loss of a loved one. Authors provide a review of the National Students of AMF Support Network (NSAMF) which was created by grieving students to provide support for their peers who are also grieving a loss. Researchers provide firsthand accounts from students who have benefited from Students of AMF. Implications for how counselors can use support groups like NSAMF to support grieving students are discussed.

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

THEME 3:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(H): WRITING-TASK INTERVENTIONS

Antal, H. M., & Range, L. M. (2009). Does writing about past childhood abuse reduce psychological and physical symptoms? *Journal of College Student Psychotherapy, 24*, 239-252.

Survivors of childhood sexual or physical abuse are at risk for experiencing enduring consequences such as depression and somatic issues. This study was conducted to see if writing about former abuse aided in reducing depression, somatic, and sleep complaints. 88 undergraduate students participated in the study. Multiple measures were used to assess child sexual abuse, affect, sleep quality, and somatic issues. Participants were either instructed to write about their past abuse, or discuss in detail what they had done that morning. Students completed the same measures four weeks later. Participants reported a reduction in depression, somatic complaints, and better sleep quality regardless of the topic that they wrote about.

Primeau, J.E., Servaty-Seib, H.L., & Enersen, D. (2013). Type of writing task and college students' meaning making following a romantic breakup. *Journal of College Counseling, 16*, 32-48.

In this study, the authors examined the potential effects of type of writing task (loss/gain vs. general prompt) on the narrative content offered by college students (N = 41) who experienced romantic breakup. Participants were 41 students attending (or recently graduated from) one large Midwestern university. Participants received one of two writing tasks. Those in the experimental condition received the following loss/gain prompt: "Please write about some of the gains and losses you experienced that you associate with your romantic breakup (100 words minimum)." Those in the control condition received the following general prompt: "Please write about your romantic breakup experience (100 words minimum). Qualitative analyses indicated differences based on type of writing task. Students who received the loss/ gain prompt exhibited more cognitive, balanced, and complex responses, whereas those who received the general prompt offered more emotional and factual accounts of their experience.

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

THEME 3:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(D): MULTIMODAL APPROACHES:
INTEGRATING INDIVIDUAL & GROUP COUNSELING & MEDICATION

Federman, R. (2011). Treatment of bipolar disorder in the university student population. *Journal of College Student Psychotherapy, 25, 24-38.*

Working with students with bipolar can be a challenge for counseling centers at colleges and universities. Many counseling centers will refer students for off-campus long-term treatment. The author suggests a four-point rationale for treating students with bipolar on campus. The four points include using brief individual psychotherapy, psychiatric medication, a student support group, and lifestyle modifications (i.e. stable life patterns, effective stress management, healthy sleep habits, and abstinence from the use of psychoactive substances).

College Counseling & Psychological Services Knowledge Base

Annotated Bibliography: College Counseling Literature, 2009-2013

THEME 4: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 4(A): OUTREACH, CONSULTATION, & CAMPUS CULTURE

Bigard, M.F. (2009). Walking the labyrinth: An innovative approach to counseling center outreach. *Journal of College Counseling, 12*, 137-148.

This article introduces the use of the labyrinth as one systemic approach counseling centers can use when conducting outreach targeting the college community. According to tradition, the labyrinth is an ancient meditative tool that has been in existence for thousands of years. In form, it is a unicursal, circuitous, nonlinear path. According to the traditional perspective associated with the labyrinth, walking the labyrinth is viewed as a metaphor for one's journey in life and can be used in secular and/or spiritual contexts. It is simultaneously kinesthetic and introspective. It offers a holistic experience that acknowledges the interrelationships between body, mind, and spirit; on this basis, previous authors have described its substantial potential as a therapeutic and educational tool. The author discusses the labyrinth's history and its recent resurgence in professional settings, summarizes the principles of walking the labyrinth, and illustrates its introduction on one university campus; and outlines practical considerations for incorporating the labyrinth in college counseling center outreach effort

Brack, A. B., Runco, D. V., Cadwallader, L. A., & Kelley, M. (2012). An exploratory study of undergraduate students' referral preferences. *Journal of College Student Psychotherapy, 26*(2), 155-162.

This exploratory study investigated 73 undergraduate psychology students' willingness to refer a friend who was living with depression to resources. Results revealed that students were most likely to refer a friend to the college counseling center. Social support options were the second most frequently reported referral source. Participants reported that they were least likely to refer a friend to other professionals. Researchers concluded that the college counseling center is a valuable resource for students who are living with depression and other psychiatric concerns. Implications and recommendations for how college counseling centers can provide effective counseling services for students are discussed.

Kaslow, N. J., Garcia-Williams, A., Moffitt, L., McLeod, M., Zesiger, H., Ammirati, R., . . . Members of the Emory Cares 4 U Coalition. (2012). Building and maintaining an effective campus-wide coalition for suicide prevention. *Journal of College Student Psychotherapy, 26*(2), 121-139.

The purpose of this study was to provide an example of an effective suicide prevention initiative on a college campus. Researchers review the steps for creating suicide prevention initiatives on college campuses. Barriers and solutions to creating and implementing suicide prevention coalitions on college campuses are provided. Authors, provide a framework for evaluating the effectiveness of suicide prevention coalitions on college campuses. Additionally,

recommendations for reducing the stigma that is associated with suicide on college campuses is discussed.

McKinney, K. G. (2009). Initial evaluation of active minds: A student organization dedicated to reducing the stigma of mental illness. *Journal of College Student Psychotherapy, 23, 281-301.*

This study sought to examine whether Active Minds, a student organization aimed at increasing awareness around mental illness, had an effect on student stigma and willingness to seek mental health treatment. In spring 2006, two twenty minute sessions discussing the organization were delivered to undergraduate students. 136 students completed pretest and posttest questionnaires assessing stigma and willingness to seek psychological help. Results indicated a significant reduction in stigma for those students who became involved with Active Minds. However, attitudes towards help seeking were not affected. Implications for college counselors are also discussed.

Mier, S., Boone, M., & Shropshire, S. (2009). Community consultation and intervention: Supporting students who do not access counseling services. *Journal of College Student Psychotherapy, 23(1), 16-29.*

An increasingly prevalent amount of college students are living with Mental Health Disorders (MHDs). College counseling centers are a valuable resources for students who access them. However, a large number of students who could benefit from the counseling center decide not to receive treatment. This study provides a description of Community Consultation, and Intervention program. This program was created to connect students who are unwilling to attend the college counseling center to alternative professional helping resources. The following major program components are reviewed: “intensive faculty and staff consultation, nontraditional student support, crisis intervention, counseling, advocacy, and case management”. The effectiveness of this program is illustrated by case studies.

Meilman, P. W. (2011). Academic dispensations and the role of the counseling center. *Journal of College Student Psychotherapy, 25(3), 259-268.*

The majority of universities allow academic accommodations for students who are living with mental health issues that are interfering with their academic work. College counseling centers can be resources for verifying the legitimacy of a student’s request for a mental health related academic accommodation. Researchers reviewed a “hierarchy of academic remedies” for students who are living with mental health concerns. Researchers focus on the practical application of counseling centers working with university officials for determining academic accommodations for mental health concerns. This article reviews advantages and disadvantages of the counseling center being involved in determining accommodations for students. The author reaches the general conclusion that there are psychological and academic benefits from counseling center involvement in determining the legitimacy and extent of academic accommodations for students with mental health concerns.

Mitchell, S. L., Darrow, S. A., Haggerty, M., Neill, T., Carvalho, A., & Uschold, C. (2012). Curriculum infusion as college student mental health promotion strategy. *Journal of College Student Psychotherapy, 26*(1), 22-38.

The purpose of this study was to investigate initiatives for increasing faculty members' involvement in mental health promotion and suicide prevention through curriculum infusion. Faculty were recruited from a plethora of different disciplines to create mental health promotions programs. Authors describe seven collaborations and articulate how faculty members were successful at helping students identify the associations between their academic experiences, real-world college experiences and impacts on their mental health. Curriculum infusion did not result in an increase of referrals to the counseling center. However, infusion resulted in a significant increase in faculty participation in mental health promotions.

Orchowski, L. M., Castelino, H., Mei, N., Cosio, D. & Heaton, J. A. (2011). The design and implementation of a counselor-in-residence program. *Journal of College Student Psychotherapy, 25*, 241-258.

This article describes a counselor-in-residence program that places a live-in doctoral student studying clinical psychology or counselor education in a resident hall. The doctoral student can then provide on-site, easily accessible, and professionally supervised mental health services to the residents and resident-life staff. The article discusses program development, objectives, components, and utilization. The authors discuss the implementation of the program at a university.

Taub, D.J., Servaty-Seib, H.L., Miles, N., Lee, J-Y., Morris, C.A.W., Prieto-Welch, S.L., & Werden, D. (2013). The impact of gatekeeper training for suicide prevention on university resident assistants. *Journal of College Counseling, 16*, 64-78.

The purpose of the present investigation was to assess the effectiveness of suicide prevention gatekeeper training provided to RAs at a large Midwestern university. Training included crisis communications skills and suicide-related knowledge. A further goal of this research was to determine if the knowledge elements predicted crisis communications skills. New RAs showed significant improvement in all areas from pretest to posttest, whereas returning RAs showed no significant increase in any of the areas. None of the knowledge areas predicted communications skills for either group. This finding suggests that knowledge about suicide and crisis communication skills are quite separate domains

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

THEME 4: PROFESSIONAL ISSUES & TRENDS

**SUB-THEME 4(B); COUNSELING CENTER ROLE, MISSION,
SERVICES & IDENTITY**

Colbs, S. L. (2012). Counseling center leadership for the future: Diversity, not division. *Journal of College Student Psychotherapy, 26(2), 80-82.*

The author of this opinion paper advocates for employing counseling psychologists in university counseling centers. The author recommends a “unified voice” that represents how the values of counseling psychologists are consistent with mission statements from university counseling centers. Colbs goes on to suggest that there is a need for a more simplistic way that counseling psychologists can communicate their theoretical approach. Especially, how their theoretical orientations compliment the work that is done in college counseling centers.

Harrar, W. R., Affsprung, E. H., & Long, J. C. (2010). Assessing campus counseling needs. *Journal of College Student Psychotherapy, 24(3), 233-240.*

Mental Health Disorders (MHDs) are an increasingly prevalent problem on college campuses. Students who are living with MHDs are at increased risks for experiencing negative social and academic consequences. The purpose of this study was to investigate the mental health needs of students who were not receiving counseling services at the university counseling center. Surveys were collected from 257 university students who were not receiving counseling services at the college counseling center. Results suggest that a large amount of students who were in need of counseling services were not receiving treatment. Researchers provide a summary of negative consequences that MHDs have on students. This was an exploratory study and the sample size might not have been representative of college students in the general population. Recommendations for future research are discussed.

Hodges, S. (2009). Mediation and counseling services: A viable partnership. *Journal of College Student Psychotherapy, 23, 30-39.*

The author of this article outlines the differences between mediation and counseling and provides a rationale for offering mediation services in college counseling centers. Ethical and professional issues are discussed and a case illustration is provided.

Keyes, L. (2012). Against incompetent mergers of mental health services. *Journal of College Student Psychotherapy, 26(1), 3-4.*

In this opinion paper, the author critiques the American College Health Association’s research for integrating the delivery of medical and counseling services in university settings. There is a critique of the sampling methods of the American College Health Association’s research methods. The author then described how the integration of medical and counseling services is

often times done ineffectively. For example, the author described how this integration is done at “superficial levels” where medical and counseling professionals share the same settings, however, are unlikely to collaborate about client care.

Much, K., Wagner, A. M., & Hellenbrand, M. (2010). Practicing in the 21st century college counseling center. *Journal of College Student Psychotherapy, 24, 32-38.*

This article discusses the common misperceptions campus departments may have about the college counseling centers. The authors discuss misperceptions concerning the purpose of counseling, that counseling is a “quick fix” for any behavioral or emotional issue, and the difficulties in avoiding multiple relationships with students. The authors conclude with a discussion on implications and strategies for challenging these misperceptions.

Schwitzer, A. M. (2009). Complex demands of college counseling work. *Journal of College Counseling, 12, 3-5.*

This journal editorial introduction provides a brief overview of the ongoing conversation about counseling center missions in the context of increasing client problem complexity – and emphasizes a role for counseling centers across the continuum from traditional adjustment and developmental concerns to more severe diagnosable mental disorders.

Van Brunt, B. (2011). Counseling needs a course correction. *Journal of College Student Psychotherapy, 25(3), 190-192.*

In this opinion paper the author articulates his belief that the discipline of counseling is too focused on “the science part”. Van Brunt argues that counselors need to find a better balance between the therapeutic relationship and empirically based treatments. The author described how his 12 years of clinical experience have informed his opinion. Van Brunt concludes with the following statement “We need a renewed focus on the art of caring, understanding, mercy, and compassion. We need to find the right balance between “subtle science” and “exact art.”

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THEME 4: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 4(C): PROFESSIONAL ASSOCIATIONS & KNOWLEDGE-BASE

Byrd, R., Crockett, S.A., & Erford, B.T. (2012). A meta-study of *Journal of College Counseling (JCC)* author and article publication characteristics from 1998 to 2009. *Journal of College Counseling, (15)*, 172-185.

Patterns of articles accepted for publication in the *Journal of College Counseling* from the past 12 years were reviewed in this meta-study. Results were described and statistically analyzed to identify trends over time in characteristics of authors, including gender, institutional classifications, employment setting, and domicile. The authors also described the characteristics of articles, including article type, research design, sample size, types of participants, and statistical procedures.

Castonguay, L. G., Locke, B. D., & Hayes, J. A. (2011). The Center for Collegiate Mental Health: An example of a practice-research network in university counseling centers. *Journal of College Student Psychotherapy, 25*, 105-119.

This article suggests a model of a practice-research network that would benefit clinicians working in a counseling center at a college or university. The authors discuss the importance and benefits of conducting research at a counseling center. The article also discusses some of the challenges of creating a practice-research network as well as some of the research that has surfaced as a result of this model. Further research suggestions are provided.

Flynn, C., & Rodolfa, E. (2011). Proposal for consideration by the Association for University & College Counseling Center Directors (AUCCCD). *Journal of College Student Psychotherapy, 25*, 4-7.

This time-bound position paper presents a persuasive argument to AUCCCD members that the association should embrace a social justice stance by refusing to hold its 2011 conference in Scottsdale, AZ since the state passed legislation in the form of statute SB-1070, which is interpreted to be discriminatory to the Hispanic community and to have negative implications for student adjustment and college mental health practice in the state.

Hayes, J. A., Locke, B. D., & Castonguay, L. G. (2011). The Center for Collegiate Mental Health: Practice and research working together. *Journal of College Counseling, 14*, 101-104.

This article introduces and describes the emergence of the Center for Collegiate Mental Health (CCMH), a research-to-practice center which networks with university counseling centers to collect and analyze client data to answer questions important to college mental health practice. The relationship to the *Journal of College Counseling* also is discussed.

International Association of Counseling Services (IACS). 2011. Counseling Center Standards – International association of counseling services:Standards of university and college counseling services. *Journal of College Student Psychotherapy*, 25, 163-183.

This paper outlines the 2010 revisions to the counseling center standards, which were revised by the International Association of Counseling Services (IACS). The standards delineate the difference between mandatory expectations for accreditation and goals that counseling centers should work towards.

Nagayama Hall, G. C. (2011). Commentary: Implications, themes, and next steps. *Journal of College Counseling*, 14, 173-178.

This article comments on articles appearing in the inaugural special *JCC* issue dedicated to Center for Collegiate Mental Health (CCMH) research. The article highlights collegiate mental health needs and utilization patterns of diverse populations. The author also discusses the CCMHY as a “springboard” for future college counseling research.

College Counseling & Psychological Services Knowledge Base
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THEME 4: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 4(D): TRAINING & SUPERVISION

Chao, R. C-L., & Nath, S.R. (2011). The role of ethnic identity, gender roles, and multicultural training college counselors' multicultural counseling competence: A mediation model. *Journal of College Counseling, 14, 50-64.*

Structural equation modeling with survey data from 313 college counselors revealed that multicultural training significantly mediated the impact of ethnic identity and gender roles on multicultural counseling competence (MCC), explaining 24% of MCC variance. Results indicated that college counselors need to be aware of their own gender roles and ethnic identity to be culturally competent and highlighted the mediational role that training plays in achieving MCC.

Crook-Lyon, R.E., Presnell, L.S., Suyama, M., & Stickney, J. (2011). Emergent supervisors: Comparing counseling center and non-counseling center interns' supervisory training experiences. *Journal of College Counseling, 14, 34-49.*

Predoctoral interns' responses to an internship supervision training questionnaire indicated that counseling center interns supervised more trainees, received more supervision in their supervisory roles, reported more supervision training activities, and yielded higher supervisor development scores than did non-counseling center interns. A qualitative analysis of participants' responses showed that non-counseling-center interns desired more supervision training and opportunities to provide supervision during their internship year than did counseling center interns

DiMino, J. L. (2009). The interns play: A mimetic approach to introducing and working with countertransference in professional training. *Journal of College Student Psychotherapy, 23, 184-195.*

The author provides an approach to working with psychodynamic predoctoral interns' and externs' countertransference. The author suggests the utilization of Mimesis, which means "imitation. The idea of Mimesis is that the interns and externs are encouraged to role-play typical dilemmas from the literature that a psychotherapist using a psychodynamic approach may face. Supervisors then highlight aspects of the process and help the interns and externs manage their feelings associated with the countertransference. The article uses two examples and provides technical considerations and concerns for the mimesis leader.

DiMino, J. L., & Risler, R. (2012). Group supervision of supervision: A relational approach for training supervisors. *Journal of College Student Psychotherapy, 26, 61-72.*

Over the past two decades, more attention has been given to preparing psychologists to be supervisors. Currently, there is little research on training supervisors. The authors of this article provide a rationale for group supervision with a process focus noting the potential for addressing group process issues and vicarious learning. The authors discuss their process of group supervision, which included both experiential and didactic components, and highlighted common themes that arose. Boundary concerns are also discussed.

Sharkin, B.S. & Coulter, L.P. (2009). Communication between college counselors and academic faculty when supervising graduate student trainees. *Journal of College Counseling, 12*, 162-169.

This article addresses the importance of communication between college counselors and academic counseling program faculty when college counselors supervise graduate students from academic counseling programs. Effective communication contributes to positive and productive training experiences for graduate student trainees.

College Counseling & Psychological Services Knowledge Base
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THEME 4: PROFESSIONAL ISSUES & TRENDS

**SUB-THEME 4(G): CLIENT SEVERITY, BEHAVIORAL DISTURBANCES,
PSYCHIATRIC EMERGENCIES & RISK MANAGEMENT**

Bishop, J. B. (2010). The counseling center: An undervalued resource in recruitment, retention, and risk management. *Journal of College Student Psychotherapy*, 24, 248-260.

In this article, the author reviews the research that discusses the impact counseling centers have with institutional recruitment, retention, and risk management. The article discusses how the increasing concerns families have for the well-being of the students may contribute to counseling centers affecting institutional recruitment. In addition, the article discusses how students that were counseled had a higher retention rate compared to students in the overall population. Finally, counseling centers assist with risk management in two ways: 1) direct delivery of psychological services and 2) assistance in managing risks in other areas of the institution. Implications for directors of counseling centers are provided.

Eells, G. T., & Rockland-Miller, H. S. (2011). Assessing and responding to disturbed and disturbing students: Understanding the role of administrative teams in institutions of higher education. *Journal of College Student Psychotherapy*, 25(1), 8-23.

Researchers evaluated the legal and ethical implications for the formulation of threat assessment teams for evaluating students who pose a safety risk on college campuses. Universities face many challenges when evaluating students who are experiencing chronic mental disorders, emotional distress, a loss, or have engaged in a conduct violations. Ethical and legal issues are addressed regarding creating a balance between protecting students' privacy and protecting the college larger community are discussed. Researchers review models and procedures for creating threat assessment teams. Recommendations for creating threat assessment teams are also provided.

Hayes, J. A., Crane, A. I., & Locke, B. D. (2010). Save me from myself: College students' fears of losing control and acting violently. *Journal of College Student Psychotherapy*, 24, 181-202.

Violence continues to be a problem on college campuses. The authors conducted two studies examining the prevalence and predictors of college students' fears of committing violent behavior. The authors surveyed over 10,000 students; the majority seeking services from the counseling center. The results indicated that less than 2% of the entire population reported having strong fears of acting violently and 7% of the students that were seeking counseling reported having strong fears of acting violently. Eighty percent of all the students reported having no such fears and 71 % of the students seeking counseling reported having no such fears. Predictors of having strong fears of acting violently included low academic motivation, suicidal

ideation, irritable feelings, fears of having a panic attack in public, having harmed another person previously, having nightmares or flashbacks, and getting into frequent arguments. Implications for counselors are discussed.

Krumrei, E. J., Newton, F. B., & Kim, E. (2010). A multi-institution look at college students seeking counseling: Nature and severity of concerns. *Journal of College Student Psychotherapy, 24*(4), 261-283.

This study investigated the prevalence of mental health concerns and willingness to seek counseling services among 3,844 college students. The following seven problem areas were assessed: mood difficulties, learning problems, interpersonal conflicts, career uncertainty, food concerns, self-harm indicators, and substance addiction. Results indicated that the two most common problem areas among students were Interpersonal concerns (social functioning), 90% and learning problems (academic impairment) 87%. Furthermore, results revealed that the majority of students, 61%, were in the contemplation phase for seeking counseling. Only 24% of students were actively seeking counseling services. Implications for college counselors are discussed.

Mitchell, S.L., Kader, M.K., Haggerty, M.Z., Bakhai, Y.D., & Warren, C.G. (2011). College student utilization of a comprehensive psychiatric emergency program. *Journal of College Counseling, 16*, 49-62.

A retrospective chart review of college students evaluated at a comprehensive psychiatric emergency program during a 1-year period was conducted. Demographic variables, mental health treatment history, diagnosis, and hospital discharge plans were found to predict those students likely to be hospitalized and those likely to have positive discharge outcomes. Several variables such as sex, age, race, transport status, diagnosis, and prior mental health treatment showed significant differences in evaluation, admission to the psychiatric inpatient unit, and discharge outcomes. The authors noted that certain groups such as men, students of color, younger students, and students with alcohol or substance abuse problems may be underutilizing mental health resources or minimizing problems.

Much, K. & Swanson, A. (2010). The debate about increasing college student psychopathology: Are college students really getting “sicker?”. *Journal of College Student Psychotherapy, 24*, 86-97.

A current debate in the literature is whether the severity of mental health issues among college students has increased. The author reviews the current literature attempting to provide empirical evidence in regards to the subject. The author discusses the limitations of the research that has been conducted and gives suggestions for future research.

College Counseling & Psychological Services Knowledge Base
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THEME 4: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 4(F): PROFESSIONAL STAFF

Eells, G. T. (2012). Suffering and meaning in counseling service work: Theoretical foundations and therapeutic responses. *Journal of College Student Psychotherapy*, 26, 39-49.

Working in a college counseling center will often expose counselors to the sufferings of the students as well as the campus and events that occur on the campus. The authors discuss philosophical and therapeutic foundations to responding to those suffering. The article first discusses the influences of Stoic philosophy and Buddhism have had on the profession. Followed by an examination of Acceptance and Commitment Therapy (ACT), a more contemporary approach to suffering. The authors conclude with implications for college counselors as well as exercises that can be utilized with students that are suffering.

Grayson, P. (2011). When a therapist becomes a father. *Journal of College Student Psychotherapy*, 25, 156-162.

This author, a college counseling center practitioner, reflects on becoming a father and this life event's "modest but discernible effect" on his work as college counselor

Heitzmann, D. (2011). Recalling our roots: The joy of college student psychotherapy. *The Journal of College Student Psychotherapy*, 25, 103-104.

In this opinion piece, the author discusses how working in a college counseling center, professionals can sometimes get lost in the busyness of the center. The author encourages professionals that once in a room with a client, listen to their story and let the roots of the professional's passion comes back. And while in that moment with the client, the professional may not feel "seasoned" but more like they did in their early career.

Kellems, I. S., Hill, C. E., Crook-Lyon, R. E., & Freitas, G. (2010). Working with clients who have religious/spiritual issues: A survey of university counseling center clients. *Journal of College Student Psychotherapy*, 24, 139-155.

This study provides descriptive information regarding therapy with college students involving religious and spiritual issues as well as examines the relationship with similarity therapist-client religion and spirituality and the process. The study consisted of 220 predoctoral psychology interns working at university counseling centers. An 87-item survey was completed by the therapists in regards to their most recent client, religious and spirituality goals, interventions, therapeutic relationship, religious commitment, training, and therapist demographics. The results of the study indicated that common client concerns included questioning one's childhood religion, exploring religious/spiritual beliefs, and using religion and spirituality as a source of

strength. Religious and spiritual goals were rated more important in therapists with higher levels of religious commitment and therapists with more religious/spiritual training had higher self-efficacy for those issues. Implications for research and practice are discussed.

Margolis, G. (2011). Two Poems. *Journal of College Student Psychotherapy*, 25, 53-55.

This article discusses the similarities with writing poetry and counseling. They both allow for courage, compassion and clarity and the use of metaphors. The author then shares two poems demonstrating the joining of counseling and poetry.

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THEME 4: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 4(G): CLINICAL ASSESSMENT & TRIAGE TRENDS

Hardy, J. A., Weatherford, R. D., Locke, B. D., Hernandez DePalma, H., & D'iuso, N. T. (2011). Meeting the demand for college student concerns in college counseling centers: Evaluating a clinical triage system. *Journal of College Student Psychotherapy, 25*, 220-240.

Given the increasing number of students seeking services at university counseling centers, some have opted to implement a triage system in place of waiting lists. This mixed-methods study investigated whether the triage system implemented at one university minimized student wait time and increased attendance rates compared to wait-list system. Quantitative results indicate that the use of the clinical triage system resulted in shorter wait times, greater efficiency in serving students, and increased attendance rates. Qualitative results indicate similar results; however, changes are still needed. Implications and limitations of the research are also discussed.

Schoen, E. & McKelley, R. (2012). Clinical assessment at college counseling centers: The consultant-on-duty model. *Journal of College Counseling, 15*, 274-288.

The consultant-on-duty (COD) clinical consultation model maximizes efficient use of services, is distinct from other university counseling center (UCC) services, and precedes therapy. This model enables clinicians to ensure optimal fit between client need and type of UCC services provided, including brief therapy. The 4 objectives of the COD model include quick access to initial consultation, management of treatment expectations, collaborative treatment decisions, and planning for client assistance. Discussion includes: model components, structure and process, and decision making, and referral.

Watson, J. C. (2012). Integrating assessment into the counseling process: Effective strategies for college counselors. *Journal of College Counseling, 15*, 195-198.

This editor's comment discusses assessment as "an integral part of the counseling process" and discusses assessment practices in the context of increased accountability and evidence-based practice.

College Counseling & Psychological Services Knowledge Base
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THEME 4: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 4(H): HELP-SEEKING, SERVICE UTILIZATION & ATTRITION

Nordberg, S.S., Hayes, J.A., McAleavey, A.A., Castonguay, L.G.& Locke, B.D. (2013). Treatment utilization on college campuses: Who seeks help for what? *Journal of College Counseling*, 16, 258-274.

The purpose of this study was to develop a better understanding of why college students seek psychological treatment by examining indicators of psychological distress. A secondary goal was to assess the utility of screening for treatment need via a brief self-report measure of distress. Two samples (1 clinical, 1 nonclinical; N = 8,380) were examined via logistic regression analyses to identify meaningful predictors of treatment-seeking behavior. Participants in this study were derived from two discrete samples. The clinical sample consisted of 19,247 college and university students initiating treatment at one of 52 counseling centers in the United States. The nonclinical sample for this study was derived from a large, previously reported survey data set. The overall size of this second sample was 18,725 college students.

Schwartz, V., Nissel, C., Eisenberg, D., Kay, J., & Brown, J. T. (2012). Increasing counseling center utilization: Yeshiva university's experience. *Journal of College Student Psychotherapy*, 26, 50-60.

The authors of this article outline the efforts that Yeshiva University made to increase help-seeking behaviors on campus and to decrease potential stigma associated with mental health disorders. Personnel created, or expanded, programs that incorporated outreach efforts, provided more education on the process of counseling, and that developed a better system for "at risk" students, among other initiatives. Researchers measured mental health stigma using an adaptation of the Discrimination-Devaluation Likert scale. While utilization of the counseling services increased, levels of stigma remained relatively high on campus.

Shy, B. M. & Waehler, C. A. (2009). Terminology's impact on expectations about and intentions to seek psychological services. *Journal of College Student Psychotherapy*, 23, 50-64.

Research has suggested that the general public would increase their use of counseling services if the profession changed the term from "counseling" services to "coaching" services. The researcher examined how using different terminology might affect college students' expectations about and intention to seek psychological services. Two-hundred and eighty psychology students were surveyed. The results indicated that college students did not differ in their expectations about or intentions to seek psychological services in regards to the two terms. The study concludes with suggestions for further research.

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THEME 4: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 4(I): MANDATED COUNSELING

Amada, G. (2010). Mandatory counseling: Clinical beneficence or malevolence? *Journal of College Student Psychotherapy, 24*, 284-294.

The author of this article argues against mandated counseling for non-dangerous student misconduct as an administrative practice. The author notes that this practice poses an ethical concern for counselors because college administrators often do not have the training needed to determine who needs counseling and who does not. The author notes difficulty with confidentiality in these cases and also states that therapy cannot be used to replace the college judiciary system.

Kiracofe, N.M., & Buller, A.E. (2009). Mandated disciplinary counseling: Working effectively with challenging clients. *Journal of College Counseling, 12*, 71-82

Ethical practices and projecting a genuine perception that the counseling center is uninvolved in administrative decision making is critically important to the student's comfort in accessing treatment have framed the historical practices of counseling centers vis a vis mandatory disciplinary counseling . The authors discuss student dynamics and other issues influencing the efficacy of mandated counseling.

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THEME 4: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 4(J); LEGAL ISSUES

Affsprung, E. H. (2010). Legal action taken against college and university counseling centers 1986-2008. *Journal of College Student Psychotherapy, 24*, 130-138.

Archival data from two surveys of college and university counseling centers were examined to assess the prevalence and nature of legal action taken against counseling centers between the years 1986 and 2008. Results indicate that law suits against university counseling centers are relatively infrequent; however, most client-initiated complaints related to inappropriate counselor behavior and alleged malpractice. Most employee or trainee-initiated lawsuits related to alleged discrimination or wrongful termination.

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THEME 4: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 4(K): SESSION LIMIT POLICIES

Owen, J., Smith, A., & Rodolfa, E. (2009). Clients' expected number of counseling sessions, treatment effectiveness, and termination status: Using empirical evidence to inform session limit policies. *Journal of College Student Psychotherapy*, 23(2), 118-134.

The majority of college counseling centers have a limit for the number of counseling sessions that are available for students. The purpose of this study was to investigate the preferred number of counseling sessions among 630 college students. Results revealed that 62% of participants wanted 20 or more counseling sessions. Furthermore, clients expected the number of counseling sessions as a major factor for determining treatment outcomes. Implications and recommendations for the duration of counseling sessions and increasing the quality of therapy are discussed.



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