

**COLLEGE COUNSELING & PSYCHOLOGICAL SERVICES KNOWLEDGE BASE:**

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**COLLEGE STUDENT HEALTH LITERATURE**

**PHASE 4: 2018-2020**



**College Counseling & Psychological Services Knowledge Base  
COLLEGE STUDENT HEALTH LITERATURE  
PHASE 4: 2018-2020**

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**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: College Health Literature, 2018-2020**

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

**Bolden, J., & Fillauer, J. P. (2020). “Tomorrow is the busiest day of the week”: Executive functions mediate the relation between procrastination and attention problems. *Journal of American College Health*, 68(8), 854–863.**

Bolden & Fillauer researched the role executive functions (EFs) have in mediating procrastination and ADHD symptoms in college students. In a study of 114 college students, they were asked to complete measures of academic performance, procrastination, ADHD, and EF facets, in addition to common issues for college students. GPA and procrastination correlated with three of the tested ADHD symptoms and EFs. Self-management of time and organization also emerged as a pathway through which ADHD and procrastination are indirectly associated.

**Cantor, A., Hippman, C., Hercher, L., & Austin, J. C. (2019). Genetic counseling students’ experiences with mental illness during training: An exploratory study. *Journal of American College Health*, 67(4), 348–356.**

Little data exists on the mental illness experiences of genetic counseling graduate students, and this study aimed at better understanding this demographic. Among 227 current genetic counseling graduate students and recent graduates, 11 were chosen to participate in a phone interview. Safety was the overarching concern for the students interviewed, and the foci of this element of safety were trust, stigma, labeling, professional identity, and self care strategies.

**Chiu, H. T., Yee, L. T. S., Kwan, J. L. Y., Cheung, R. Y. M., & Hou, W. K. (2020). Interactive association between negative emotion regulation and savoring is linked to anxiety symptoms among college students. *Journal of American College Health*, 68(5), 494–501.**

This was a study performed in Hong Kong with 167 participants, in order to test the relationship between perceived capability of regulating negative emotions and savoring positive emotions on mental health outcomes in college students. This also considered anxiety and depressive symptoms, and participated in the completion of four scales indicating the perception of their capabilities to use strategies to regulate both negative and positive emotions and anxiety and depression. The study found that there is a negative link between anxiety and depressive symptoms and the perception of being able to regulate both negative and positive emotions.

**Counts, C. J., & John-Henderson, N. A. (2020). Risk in childhood family environments and loneliness in college students: Implications for health. *Journal of American College Health*, 68(4), 381–386.**

360 college students participated in a study to determine associations between risk in family environments and outcomes relevant to health that are experienced in college, and the role of

loneliness. There was an association between family environment risk and loneliness, perceived social stress, type of affect, and self-rated health. Risk in family environments while in childhood can negatively affect health in those who experience loneliness in college.

**DiBello, A. M., Benz, M. B., Miller, M. B., Merrill, J. E., & Carey, K. B. (2018). Examining residence status as a risk factor for health risk behaviors among college students. *Journal of American College Health, 66(3), 187–193.***

A large study comprising of 63,555 students from 157 campuses aimed at determining the recent frequency of alcohol, tobacco, marijuana, drugs, and risky sexual behavior. The National College Health Assessment Survey was used to determine the link between these behaviors and residential status in students, revealing that off-campus residence leads to more substance use and greater sexual risk behaviors, regardless of demographic information.

**Disabato, D. J., Short, J. L., Lameira, D. M., Bagley, K. D., & Wong, S. J. (2018). Predicting help-seeking behavior: The impact of knowing someone close who has sought help. *Journal of American College Health, 66(8), 731–738.***

420 ethnically diverse college students at a large university participated in this study, which sought to extend research on the inclination of students to seek help for psychological problems and the effect of social facilitators therein. Students who were aware of help-seeking behavior in their close others were twice as likely to seek help themselves. This effect was more notable in men than in women, making it vital for men to learn about help seeking behaviors in people close to them.

**Gibbons, S., Trette-McLean, T., Crandall, A., Bingham, J. L., Garn, C. L., & Cox, J. C. (2019). Undergraduate students survey their peers on mental health: Perspectives and strategies for improving college counseling center outreach. *Journal of American College Health, 67(6), 580–591.***

The purpose of this study was to gauge student opinions and perspectives on college mental health, including mental health issues, stressors, awareness of resources, and topics for more knowledge. 822 undergraduates participated in the study, which was part of a public health course in program planning. Students surveyed their peers and found that stress was the largest perceived issue, and that students also wanted more resources on work/life balance and stress management.

**Hasking, P., & Claes, L. (2020). Transdiagnostic mechanisms involved in nonsuicidal self-injury, risky drinking and disordered eating: Impulsivity, emotion regulation and alexithymia. *Journal of American College Health, 68(6), 603–609.***

The relationships between nonsuicidal self-injury (NSSI), alexithymia, emotional dysregulation, disordered eating, risky drinking, and impulsivity were monitored in this study. 951 college students were given questionnaires seeking information on the constructs being studied. 28% of students revealed a history of NSSI, another third said they had engaged in risky drinking

behaviors, and 5% of respondents reported disordered eating. Emotion regulation and negative urgency were related to the constructs as transdiagnostic mechanisms.

**Jao, N. C., Robinson, L. D., Kelly, P. J., Ciecierski, C. C., & Hitsman, B. (2019). Unhealthy behavior clustering and mental health status in United States college students. *Journal of American College Health*, 67(8), 790–800.**

105,781 students who participated in the National College Health Assessment participated in an examination of health risk behavior clusters (drinking, smoking, insufficient physical activity) and their association with mental health status (diagnoses, symptoms, and self-injurious tendencies). Students who reported higher rates of binge drinking and smoking had the highest rates among all mental health variables.

**Kaestle, C. E., & Evans, L. M. (2018). Implications of no recent sexual activity, casual sex, or exclusive sex for college women's sexual well-being depend on sexual attitudes. *Journal of American College Health*, 66(1), 32–40.**

A study of 471 college women between 2012-14 shows that when there is a disconnect between sexual attitudes and recent sexual activity, women may experience a decrease in sexual well-being. Per the study, sexual agency and sexual desire consistently predicted a woman's emotional wellbeing, regardless of the recency of sexual activity. There is also a connection between how recently a woman has had sex and her sexual attitudes.

**Kuhlman, S. T. W., McDermott, R. C., Kridel, M. M., & Kantra, L. M. (2019). College students' peer-helping behaviors and stigma of seeking help: Testing a moderated mediation model. *Journal of American College Health*, 67(8), 753–761.**

This study recruited 5,183 college students from the Healthy Minds Study, and asked them to complete measures that indicated level of help-seeking stigma and peer-helping behaviors. College students are most likely to seek help from their peers, but personal stigma may prevent potential peer helpers from helping their peers. In consideration of this phenomenon, this study also included race and gender in their considerations. Personal stigma mediated the link between public stigma and peer-helping, and gender moderated the association.

**Levin, M. E., Krafft, J., & Levin, C. (2018). Does self-help increase rates of help seeking for student mental health problems by minimizing stigma as a barrier? *Journal of American College Health*, 66(4), 302–309.**

Help-seeking behaviors of 200 college students were analyzed in this study, determining if self-help books and websites increase students' likelihoods of seeking mental health help via lowering the mental health stigma commonly experienced on college campuses. Researchers report that students' initial intentions to seek mental health help were low, but that there was an intention to use self-help sources. Offering students self-help resources may provide students with the impetus to complete their own self-help work if they do not feel comfortable seeking mental health services.

**Marraccini, M. E., Brick, L. A. D., & Weyandt, L. L. (2018). Instructor and peer bullying in college students: Distinct typologies based on Latent Class Analysis. *Journal of American College Health*, 66(8), 799–808.**

Per the researchers, bullying continues to be a problem beyond primary and secondary school, making its way into college settings, as well. This study enhanced prior knowledge of bullying in college by considering peer and instructor bullying, which showed that instructor and peer bullying are occurring in college atmospheres and will be further examined in future research.

**Maykrantz, S. A., & Houghton, J. D. (2020). Self-leadership and stress among college students: Examining the moderating role of coping skills†. *Journal of American College Health*, 68(1), 89–96.**

643 undergraduate students were surveyed to understand the connection between their levels of stress and the likelihood of showing signs of self-leadership, and any potential moderating effect of coping skills. The study showed that, in students where self-leadership skills were present, students experienced less stress, likely because of increased presence of coping skills.

**McFadden, K., Berry, T. R., McHugh, T. F., & Rodgers, W. M. (2018). What older adolescents expect from physical activity: Implicit cognitions regarding health and appearance outcomes. *Journal of American College Health*, 66(3), 202–208.**

The overall goal of this study was to examine older adolescents and the types of impulsive thoughts they have relating to health and social appearance-related activity, and then to understand how their cognitions relate to their behaviors relating to physical appearance (PA). 144 undergraduate students were given a questionnaire to assess their physical appearance related behavior, attitudes, expectations, and body image issues. The results indicate that, in older adolescents, more attention is paid to the social related implications of physical appearance rather than health outcomes.

**McKinney, C., Gadke, D. L., & Malkin, M. L. (2018). Autism spectrum disorder traits in typically developing emerging adults and associated parenting: A person-centered approach. *Journal of American College Health*, 66(7), 588–596.**

Emerging adults in a college setting, and how they are parented, is the focus of this study. Participants completed questionnaires regarding perceptions of parenting and self-reported ASD traits. Some of the parenting characteristics include: relationship quality, parental distress, and parenting style. Ineffective parenting characteristics were associated with higher levels of self-reported ASD traits. Researchers encourage ASD research into adulthood.

**Nelson, J. M., & Liebel, S. W. (2018). Anxiety and depression among college students with attention-deficit/hyperactivity disorder (ADHD): Cross-informant, sex, and subtype differences. *Journal of American College Health*, 66(2), 123–132.**

300 students, 150 with ADHD and 150 without ADHD, were monitored between 2011 and 2016, for symptoms of depression and anxiety. Students who self-reported ADHD also reported a

higher degree of anxiety and depressive symptoms. Females with ADHD also presented with higher rates of anxiety and depressive symptoms than men. In addition, parent reports were analyzed and researchers discovered that parental reports indicated higher levels of symptoms than self-report measures completed by students.

**Oswalt, S. B., Lederer, A. M., & Chestnut-Steich, K. (2019). Who is willing to come back? College students' willingness to seek help after using campus mental health services. *Journal of American College Health, 67(1), 10–16.***

College students who had previously received mental health services were studied to determine if they would do so again in the future. 12,501 students used services on their respective campuses during the time of the study, and researchers found that those willing to seek services again were female, white, gay/lesbian, those who were working without pay, on the university health insurance plan, and not serving in the military. Existing literature confirms this trend.

**Pedersen, D. E. (2020). Bipolar disorder and the college student: A review and implications for universities. *Journal of American College Health, 68(4), 341–346.***

Pedersen reviewed the prevalence and expression of bipolar disorder in college students in order to provide greater insight for teachers and universities who may encounter students with bipolar disorder. The National College Health Assessment was used to determine if students with bipolar disorder, as a group, have increased over time. Surveys revealed that, while prevalence is low, students with bipolar disorder have increased in presence in the last 10 years.

**Rafal, G., Gatto, A., & DeBate, R. (2018). Mental health literacy, stigma, and help-seeking behaviors among male college students. *Journal of American College Health, 66(4), 284–291.***

College-aged men, in particular, show lower rates of Mental health literacy (MHL), which can result in an inability to maintain mental health. 1,242 male university students were assessed for help-seeking behaviors and psychosocial determinants. MHL among undergraduate students and their inclination to seek mental health help were both low, and in order for universities to be more prepared for this, programs should be specified for racial groups and other classifications.

**Rogers, A. H., Bakhshai, J., Ditre, J. W., Manning, K., Mayorga, N. A., Viana, A. G., & Zvolensky, M. J. (2019). Worry and rumination: Explanatory roles in the relation between pain and anxiety and depressive symptoms among college students with pain. *Journal of American College Health, 67(3), 275–282.***

Researchers sought to understand the connection between pain and mental health symptoms. According to the study, pain does impact a large portion of college students, which then impacts anxiety and depressive symptoms. Worry and rumination, the researchers hypothesize, impact the relationship between pain in college students and their self-reporting of mental health symptoms. In fact, 1577 students were surveyed and the results did indicate a connection between rumination and worry and pain and increased depressive and social anxiety symptoms.



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**THEME 2: DEPRESSION AND SUICIDE**

**Acharya, L., Jin, L., & Collins, W. (2018). College life is stressful today - Emerging stressors and depressive symptoms in college students. *Journal of American College Health, 66(7), 655–664.***

Stressors associated with depressive symptoms in college were placed into subgroups including gender and domestic/international status. The between-group differences, procured from 631 undergraduate students, were then assessed. The results showed that international students reported higher depressive symptoms than domestic students, and female-identifying students were more likely to feel depressive symptoms than male-identifying students. From this study, it was realized greater efforts to address stressors and depressive symptoms is necessary.

**Anchuri, K., Davoren, A. K., Shanahan, A., Torres, M., & Wilcox, H. C. (2020). Nonsuicidal self-injury, suicidal ideation, and suicide attempt among collegiate athletes: Findings from the National College Health Assessment. *Journal of American College Health, 68(8), 815–823.***

Help seeking behaviors, suicidal ideation and attempt, and non-suicidal self injury (NSSI) were assessed between student athletes and non-student athletes using the American College Health Association's National College Health Assessment. 165,210 responses were analyzed and resulted in NSSI and suicide attempt differing slightly between athletes and non-athletes. In nonathletes, stress is a higher correlate to NSSI. Social relationship challenges also correlate to suicide attempt for student athletes.

**Cahuas, A., He, Z., Zhang, Z., & Chen, W. (2020). Relationship of physical activity and sleep with depression in college students. *Journal of American College Health, 68(5), 557–564.***

This study entailed a study that focused on the relationship between physical activity, sleep, and depression in college students, as well as gender differences in sleep, depression, and physical activity. 1143 students participated from a university in China and were given three questionnaires to monitor physical activity, sleep, and depression. Vigorous physical activity and sleep predicted depression levels, and by gender, both moderate and vigorous exercise predicted depression for males. There was no significant predictor in depression for females.

**Chesin, M., Cascardi, M., Rosselli, M., Tsang, W., & Jeglic, E. L. (2020). Knowledge of Suicide Risk Factors, But Not Suicide Ideation Severity, Is Greater Among College Students Who Viewed 13 Reasons Why. *Journal of American College Health, 68(6), 644–649.***

*13 Reasons Why* was viewed by 522 college students, after which they were surveyed for associations they may have made between the show and past week suicide ideation, stigma about

suicide, and knowledge of suicide. The study also aimed at understanding if a student's personal exposure to suicide and depression moderated the associations made between the show and suicidality. Online surveys revealed that risk and severity regarding suicide were not significantly associated with viewing the show, but knowledge of risk factors was associated with viewing the show, particularly in those who did not have personal exposure to suicide.

**De Luca, S. M., Lytle, M. C., Yan, Y., & Brownson, C. (2020). Help-seeking behaviors and attitudes of emerging adults: How college students reporting recent suicidal ideation utilize the internet compared to traditional resources. *Journal of American College Health*, 68(3), 250–257.**

The National Research Consortium of Counseling Centers in Higher Education's dataset was utilized to examine how students who have recently reported suicidal ideation use the internet as opposed to traditional sources of information and treatment. Both younger students and females reported using both traditional and online versions of help, but students who had more recently experienced SI were more reluctant to disclose help-seeking. Students who were younger, engaging in risky behaviors, and had SI reported that online resources were of above average help.

**Eddy, L. D., Eadeh, H.-M., Breaux, R., & Langberg, J. M. (2020). Prevalence and predictors of suicidal ideation, plan, and attempts, in first-year college students with ADHD. *Journal of American College Health*, 68(3), 313–319.**

First year college students were studied in order to examine past suicidal ideation, planning, and attempts in college students with ADHD. These students were compared to a control group, and it was revealed that SI and other suicidal behaviors were higher in the ADHD group than the control group. Suicide attempts were four times more likely to be reported in the ADHD group, and ADHD was also a strong predictor of SI and suicide attempts.

**Hollingsworth, D. W., Shish, M. L., Wingate, L. R., Davidson, C. L., Rasmussen, K. A., O'Keefe, V. M., Tucker, R. P., & Grant, D. M. (2018). The indirect effect of perceived burdensomeness on the relationship between indices of social support and suicide ideation in college students. *Journal of American College Health*, 66(1), 9–16.**

207 students from a midwestern university were recruited from 2007-08 to examine relationships between social support and suicidal ideation, given that research shows a connection between lack of social support and increased suicide risk. This study sought to understand burdensomeness and thwarted belongingness of the Interpersonal Theory of Suicide, and how they impact social support and suicidality. Perceived burdensomeness mediated the connection between both social support and connectedness with suicidal ideation, but thwarted belongingness did not, showing that a lack of social support can lead to the perception of burdensomeness and increased suicidal ideation.

**Hood, C. O., Thomson Ross, L., & Wills, N. (2020). Family factors and depressive symptoms among college students: Understanding the role of self-compassion. *Journal of American College Health*, 68(7), 683–687.**

Self-compassion and its involvement in mediating negative family factors and depressive symptoms was the focus of this study. In those who experience lacking family support and instability as children, there is a greater likelihood of experiencing adult depression. 365 university students filled out a questionnaire that addressed family factors, recent depression, and self-compassion. As the researchers hypothesized, those who had grown up in unstable families experienced higher degrees of depression. Self-compassion moderated the relationship between unpredictability and depression, as those who reported higher rates of self-compassion expressed similar rates of depression regardless of the degree of instability in their families.

**Kelliher Rabon, J., Sirois, F. M., & Hirsch, J. K. (2018). Self-compassion and suicidal behavior in college students: Serial indirect effects via depression and wellness behaviors. *Journal of American College Health, 66(2), 114–122.***

The study examined the effectiveness of self-compassion and wellness in protecting against risk of suicide and suicidal behaviors. The results of this 365 participant study was that suicidal behavior is mediated by self-compassion, which also reduces depressive symptoms. Individuals practicing self-compassion also experience a greater involvement in wellness behaviors. Researchers encourage campus-wide self-compassion initiatives.

**Lane, R., & Miranda, R. (2018). The effects of familial acculturative stress and hopelessness on suicidal ideation by immigration status among college students. *Journal of American College Health, 66(2), 76–86.***

This study was based on acculturative family distancing theory and measured, in 152 generationally and culturally diverse students, the effects of familial acculturative stress on hopelessness and suicidal ideation. The researchers found that familial acculturative stress magnifies the effects of hopelessness on suicidal ideation, especially in immigrant college students.

**McCarthy, K. (2020). Resident assistant secondary trauma and burnout associated with student nonsuicidal self-injury. *Journal of American College Health, 68(7), 673–677.***

Resident Assistants were assessed in this study to better understand the association between secondary trauma, burnout, and nonsuicidal self-injury. The researchers hypothesized that hearing traumatic stories from their residents, especially regarding NSSI, might increase all of these factors, as RAs are likely to hear traumatic stories from others. 135 RAs responded to the survey, which revealed that RAs who had residents reporting NSSI were more likely to feel burned out and experience secondary trauma. The study indicated the importance of being aware that students experiencing NSSI can affect the people around them who provide support.

**Nam, B., Wilcox, H. C., Hilimire, M., & DeVlyder, J. E. (2018). Perceived need for care and mental health service utilization among college students with suicidal ideation. *Journal of American College Health, 66(8), 713–719.***

Perceptions of suicidal ideation shapes service utilization and need for care in college students, according to this study. Participants were recruited from an introductory psychology class. Perceptions of others were associated with an increase in the level of service utilization in students, as was increased suicidal ideation and suicide attempt history. Self-perceptions of need for services increased with severity of depression, but this was not associated with actual utilization of services. Researchers discovered that the only measure that predicted service utilization was perceived need by others.

**Shensa, A., Sidani, J. E., Escobar-Viera, C. G., Chu, K.-H., Bowman, N. D., Knight, J. M., & Primack, B. A. (2018). Real-life closeness of social media contacts and depressive symptoms among university students. *Journal of American College Health, 66(8), 747–753.***

1124 18-30 year olds were monitored for associations made between degree of real-life closeness to social media contacts and their experiences with depressive symptoms. The results led researchers to determine that an increase in depressive symptoms is related to a lack of in-person contact with social media contacts. Individuals who have close in-person relationships with social media contacts report a reduction in depressive symptoms.

**Shim, E.-J., Noh, H., Yoon, J., Mun, H. sol, & Hahm, B.-J. (2019). A longitudinal analysis of the relationships among daytime dysfunction, fatigue, and depression in college students. *Journal of American College Health, 67(1), 51–58.***

Daytime dysfunction (DD) significantly increased in all 243 students in this study, with students who experienced depressive symptoms having a higher tendency to start with DD in addition to a faster rate of change. These both predict a higher level of end-semester fatigue, indicating that depression can access the functioning and health of certain students who are more prone to DD.

**Taliaferro, L. A., Muehlenkamp, J. J., & Jeevanba, S. B. (2020). Factors associated with emotional distress and suicide ideation among international college students. *Journal of American College Health, 68(6), 565–569.***

International students were assessed in order for researchers to better understand both risk and protective factors associated with emotional distress and suicidal ideation. 435 international students were provided with an online survey to measure suicidal ideation occurring in the last year, emotional distress, cultural stress, family conflict, perfectionism, discrimination, ethnic identity, and other constructs. Emotional distress was associated with high levels of entrapment, interpersonal needs not being met, and ethnic discrimination.

**Vargas, P. A., & Robles, E. (2019). Asthma and allergy as risk factors for suicidal behavior among young adults. *Journal of American College Health, 67(2), 97–112.***

This study addressed the likelihood that allergies and depression impact suicidality in college students. 929 students completed an online survey, which led to results that indicate both stress and allergies lead to increased discomfort in college students, which also leads to greater problems with sleep, increased depressive symptoms, and increased suicidality. Four factors

analyzed in the study, stress, pain, depression, and sleep quality, all were found to impact suicidality.

**Wolitzky-Taylor, K., LeBeau, R. T., Perez, M., Gong-Guy, E., & Fong, T. (2020). Suicide prevention on college campuses: What works and what are the existing gaps? A systematic review and meta-analysis. *Journal of American College Health, 68(4), 419–429.***

The purpose of this study was to examine both universal and targeted suicide prevention programs in college campuses to determine relevant outcomes. Using college suicide prevention programs published between 2009 and 2018, knowledge, skills, self-efficacy, suicidal ideation, and suicidal behaviors were assessed. Suicide knowledge, skills, and self-efficacy were noticed in universal prevention interventions, and evidence of reductions in suicidal ideation and behaviors was more observed in targeted suicide prevention programs for students who had been identified as at-risk.

**Yzer, M., & Gilasevitch, J. (2019). Beliefs underlying stress reduction and depression help-seeking among college students: An elicitation study. *Journal of American College Health, 67(2), 153–160.***

53 college students participated in a study to understand how students' beliefs about stress reduction impacts their likelihood of seeking help. Exercise proved to be the most frequently used form of stress reduction in college students, and the physical benefits of exercise impacted the students' beliefs. How the students felt about help seeking and depression led to greater efficacy of treatment, support seeking, reduced stigma, and the time constraints facing college students.

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**THEME 3: SUBSTANCE USE**

**Arterberry, B. J., Boyd, C. J., West, B. T., Schepis, T. S., & McCabe, S. E. (2020). DSM-5 substance use disorders among college-age young adults in the United States: Prevalence, remission and treatment. *Journal of American College Health*, 68(6), 650–657.**

Researchers recruited 2,057 individuals in college and 1,213 currently not enrolled. Interviews were conducted to understand DSM-5 substance abuse disorders and their prevalence, remission, and treatment. In college students, past-year SUD diagnoses appeared in 39.6% of the sample, and 44.5% in those not in college. In the students who were not attending college, there was a higher rate of tobacco use and more than one DSM-5 SUD diagnosis. Two-fifths of college students reported at least one SUD diagnosis in the last year, and abstinence from SUDs is also very rare among the sample.

**Borsari, B., Yalch, M. M., Pedrelli, P., Radomski, S., Bachrach, R. L., & Read, J. P. (2018). Associations among trauma, depression, and alcohol use profiles and treatment motivation and engagement in college students. *Journal of American College Health*, 66(7), 644–654.**

164 undergraduate students were assessed to better understand how profiles of alcohol use and presentations of mental health disorders impact how these students view their need for and seeking of types of treatment, and whether alcohol use or psychological distress drives their help-seeking behaviors. Researchers used three groups to distinguish between alcohol consumption, cognitions, and perceptions of need regarding treatment, and all three groups responded differently and revealed the need to use a variety of strategies to approach students engaging in heavy drinking and experiencing mental health issues.

**Boyle, S. C., Smith, D. J., Earle, A. M., & LaBrie, J. W. (2018). What “likes” have got to do with it: Exposure to peers’ alcohol-related posts and perceptions of injunctive drinking norms. *Journal of American College Health*, 66(4), 252–258.**

296 first year college students were asked to assess perceptions of risky drinking, as well as their own and their friends’ alcohol use. Social reinforcement for peers’ alcohol-related social media posts impacted perceptions of peer approval only in non-drinking students. Results indicate that first year college students who are not yet drinking may experience an increase in of peer approval for risky drinking by witnessing alcohol related social media posts.

**Caffrey, K. S., Wright, B. R., & Maarhuis, P. L. (2018). Harm reduction for cannabis: Factor analysis of a protective behavioral strategies survey. *Journal of American College Health*, 66(3), 194–201.**

580 responses to the American College Health Association - National College Health Assessment II were assessed, and a measure of a cannabis-specific Protective Behavioral Strategies was used to better understand how college students may reduce cannabis-related risk. The measure was found to be valid on the convergent and construct levels, and from this study emerged a four factor model that could be used to create a standard measure of cannabis PBS.

**Hawkins, M. A. W., Clawson, A. H., Smith, C. E., Stout, M. E., Keirns, N. G., & Ruppe, N. M. (2020). Psychological distress and substance use among young adults with comorbid asthma and obesity. *Journal of American College Health*, 68(8), 914–921.**

881 college students engaged in a study aimed at examining substance use and emotional distress in students with asthma, obesity, comorbid asthma and obesity, and a control group. Common emotional distress symptoms, including depression, anxiety, and worry, were higher in the asthma and comorbid groups. In addition, the comorbid group showed the higher level of tobacco use, and the obesity group demonstrated the lowest binge drinking tendency.

**Keough, M. T., Hendershot, C. S., Wardell, J. D., & Bagby, R. M. (2018). Investigating the mediational role of negative urgency in the anxiety sensitivity pathway to cannabis problems and dependence symptoms among postsecondary students. *Journal of American College Health*, 66(2), 69–75.**

The researchers recruited 91 undergraduate students using cannabis products at the time of the study to participate in a self-report survey to understand the use of cannabis and the presence of anxiety sensitivity. Negative urgency, acting impulsively when distressed, was used as a measure to better understand its effects in mediating anxiety sensitivity and cannabis problems. Research reveals that negative urgency has a role in cannabis misuse in those high in anxiety sensitivity.

**Kim, Y. K., & Cronley, C. (2020). Acculturative stress and binge drinking among international students in the United States: Resilience and vulnerability approaches. *Journal of American College Health*, 68(2), 207–218.**

This study measured the effectiveness of resilience and mental health as mediating effects in the relationship between binge drinking and acculturative stress. Many international students, due to the adjustment of living in a new culture, face risks, but actually display effective coping skills and reduced negative outcomes. In this study, resilience mediated the relationship between binge drinking and acculturative stress.

**Liu, Y., Ball, J. D., Elliott, A. L., Jacobs-Elliott, M., & Nicolette, G. (2020). Diagnostic sequence of cocaine use disorder in relation to other mental health conditions among college students. *Journal of American College Health*, 68(6), 575–578.**

Researchers note that cocaine use is increasing in college students. In order to understand this phenomenon, the health records of a college campus psychiatric clinic were accessed to understand diagnostic sequencing and comorbidities common to those with cocaine use disorder. The study sought to understand if the primary mental health complaint was made at the same

time, before, or after the onset of CUD. Of the 50 patients assessed, alcohol use disorder, anxiety, depression, and marijuana use were all comorbid with cocaine use disorder.

**Martinez, H. S., Klanecky, A. K., & McChargue, D. E. (2018). Problem drinking among at-risk college students: The examination of Greek involvement, freshman status, and history of mental health problems. *Journal of American College Health, 66(7), 579–587.***

This study aims at looking at the connection between mental health, Greek affiliation, and freshman status in college students. 413 students from both a private and public school in the midwest completed a study over the course of 4 years. The highest levels of drinking occurred in non-Greek freshmen with a history of mental illness.

**Mochrie, K. D., Whited, M. C., Cellucci, T., Freeman, T., & Corson, A. T. (2020). ADHD, depression, and substance abuse risk among beginning college students. *Journal of American College Health, 68(1), 6–10.***

Both ADHD and non-ADHD students were analyzed in this study, with researchers seeking to understand the differences in the two groups when addressing substance use, depression, and academic functioning. Students who reported higher use of alcohol, binge drinking, and marijuana use were more likely to have ADHD. ADHD students also reported more depression and a lower GPA than their non-ADHD counterparts.

**Osberg, T. M., & Boyer, A. (2018). College alcohol beliefs and drinking consequences: A multiple mediation analysis of norms, expectancies, and willingness to experience drinking consequences. *Journal of American College Health, 66(3), 209–218.***

College Alcohol Beliefs were explored in this study, as researchers sought to understand the role of willingness to experience drinking consequences and other alcohol outcome predictors, as well as actual drinking consequences. 415 college students responded to an online survey aimed at looking at norms, alcohol expectancies, and college alcohol beliefs. CABs provided a strong association to willingness to experience drinking consequences and actual drinking consequences.

**Pittman, D. M., & Kaur, P. (2018). Examining the role of racism in the risky alcohol use behaviors of black female college students. *Journal of American College Health, 66(4), 310–316.***

This study aimed at determining the role of racism on black college women and its impact on their drinking behaviors, an area that had previously not been well researched. Studying 469 black women from 9 colleges led to findings that the stressors of general life events and racism lead to a higher degree of alcohol consumption. The study determined that black college women's risky drinking behaviors are influenced by experiencing racism, which is an area for further research.



**Prosser, T., Gee, K. A., & Jones, F. (2018). A meta-analysis of effectiveness of E-interventions to reduce alcohol consumption in college and university students. *Journal of American College Health*, 66(4), 292–301.**

A search of literature from a variety of sources was used to evaluate E-Interventions versus Assessment Only methods in reducing the number of alcoholic drinks consumed per week by college students. E-Interventions were found to have a small but significant effect on reducing drinks per week. web-based personalized feedback was more effective than other forms of E-Interventions.

**Roberson, A. A., McKinney, C., Walker, C., & Coleman, A. (2018). Peer, social media, and alcohol marketing influences on college student drinking. *Journal of American College Health*, 66(5), 369–379.**

682 college aged students participated in a study to identify college students' susceptibility to engage in alcohol use as a result of alcohol marketing, peer influence, and social media. The interactions students have with their peers, both in person and online, directly relates to the drinking behaviors of students. There is a correlation between witnessing peers' alcohol-related posts and alcohol marketing, and college student drinking, meaning college intervention campaigns should involve ways to combat peer influences and alcohol marketing.

**Su, J., Hancock, L., Wattenmaker McGann, A., Alshagra, M., Ericson, R., Niazi, Z., Dick, D. M., & Adkins, A. (2018). Evaluating the effect of a campus-wide social norms marketing intervention on alcohol-use perceptions, consumption, and blackouts. *Journal of American College Health*, 66(3), 219–224.**

A large urban university was the target of this study, which aimed at evaluating a social norms marketing intervention on the perceptions of alcohol use, consumption, and blackouts. An online survey assessed readership of the campaign, how students perceive their peers' alcohol habits, actual consumption of alcohol, how frequently they consume alcohol, and the number of blackouts experienced. Results show that the marketing campaign was effective in developing correct alcohol use assumptions, and the consumption of fewer drinks at a time.

**Welker, L. E., Simons, R. M., & Simons, J. S. (2019). Grandiose and vulnerable narcissism: Associations with alcohol use, alcohol problems and problem recognition. *Journal of American College Health*, 67(3), 226–234.**

This study aimed to fill a literature gap regarding vulnerable and grandiose narcissism and alcohol related outcomes (use, problems, evaluation, expectancies, and readiness to change). 345 students from a psychology course were recruited for the study and completed an online questionnaire, resulting in the findings that grandiose narcissism predicted alcohol consumption and a good evaluation of alcohol-related problems. In those with vulnerable narcissism, alcohol related problems and problem recognition was positively predicted.

**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: College Health Literature, 2018-2020**

**THEME 4: COUNSELING INTERVENTIONS**

**Baroni, A., Bruzzese, J.-M., Di Bartolo, C. A., Ciarleglio, A., & Shatkin, J. P. (2018). Impact of a sleep course on sleep, mood and anxiety symptoms in college students: A pilot study. *Journal of American College Health, 66*(1), 41–50.**

The impact of a sleep course and its effect on sleep-related behaviors, mood, and anxiety was assessed in 145 college students who were either enrolled in the sleep course or a psychology course. Sleep course participants showed a significant change in several sleep metrics, and also maintained this difference in sleep habits and reduction in anxiety and depression symptoms compared to the control.

**Barry, K. M., Woods, M., Martin, A., Stirling, C., & Warnecke, E. (2019). A randomized controlled trial of the effects of mindfulness practice on doctoral candidate psychological status. *Journal of American College Health, 67*(4), 299–307.**

Guided mindfulness was examined to determine its impact on psychological distress and psychological capital in doctoral candidates. A convenience sample was selected and the participants were exposed to a daily guided mindfulness practice with an audio CD. Symptoms of psychological distress and capital were both measured pre-and-post trial. The intervention group showed a statistically significant reduction in depression and an increase in self-efficacy, hope, and resilience.

**Bu, H., & Duan, W. (2019). A single-session positive cognitive intervention on first-year students' mental health: Short-term effectiveness and the mediating role of strengths knowledge. *Journal of American College Health, 67*(6), 515–522.**

Researchers developed a single-session positive cognitive intervention and invited 79 first year college students to participate in a study to determine its effectiveness. The intervention group showed significant increases in the ability to thrive both in the post test and after one week, and also significant decreases in negative emotions both in the post test and after 3 months, showing the efficacy on a longer term basis of the intervention.

**Burgstahler, M. S., & Stenson, M. C. (2020). Effects of guided mindfulness meditation on anxiety and stress in a pre-healthcare college student population: a pilot study. *Journal of American College Health, 68*(6), 666–672.**

This pilot study examined guided mindfulness meditation and its effects on anxiety and stress in a pre-healthcare college student sample. 33 students performed between 5 and 12 minutes of meditation six days per week for eight weeks, proving that all variables (stress, anxiety, mindfulness, and heart rate) all improved from the beginning of the study to the post-test.

**Carsley, D., & Heath, N. L. (2020). Effectiveness of mindfulness-based coloring for university students' test anxiety. *Journal of American College Health*, 68(5), 518–527.**

In three groups, college students were analyzed for the effects of either mandala, free drawing, and a control activity on their test anxiety. The researchers then examined dispositional mindfulness and responses to interventions on both mindfulness and test anxiety. Both non-control groups reported a reduction in test anxiety and also increases in state mindfulness. Those in the control group reported increases in test anxiety.

**Downs, N., Alderman, T., Bhakta, S., & Greenwood, T. A. (2019). Implementing a college mental health program - an overview of the first twelve months. *Journal of American College Health*, 67(1), 27–31.**

The objective of this study was to understand the utilization patterns of mental health services among college students in a new college mental health program that offered more collaboration and integrated healthcare than prior programs. Undergraduate and graduate students were both included in the study. 10 of the 278 participants were high utilizers of services, and other students used a mixture of psychiatric, medical, and inpatient services in the program. Per the researchers, the program proved to be cost effective and convenient for students.

**Fawcett, E., Neary, M., Ginsburg, R., & Cornish, P. (2020). Comparing the effectiveness of individual and group therapy for students with symptoms of anxiety and depression: A randomized pilot study. *Journal of American College Health*, 68(4), 430–437.**

The goal of this study was to perform a pilot study to examine how effective both individual and group therapy were in students presenting with symptoms of anxiety and depression. A small sample of 41 students who experienced moderate to severe anxiety and/or depression participated. With time as a variable, there were significant reductions in both anxiety and depression, but no measurable difference between individual and group counseling in terms of effectiveness.

**Friedman, N. M. G., Dingler, B. J., Gorstein, L. N., & Epstein, J. A. (2020). Implementation of a Mental Health Task Force in a collegiate-based emergency medical services organization. *Journal of American College Health*, 68(5), 460–464.**

In 2016 a Mental Health Task Force was created by a collegiate-based emergency medical services organization for several purposes: improvement of mental health quality response, and to better understand the concerns of CBEMS providers when considering their mental health. Results were based on the fact that 16 students joined the MHTF and 35 Skidmore college EMS members also received mental health emergency response training. The implementation of the MHTF was found to be innovative, student led, and supportive.

**Gagnon, J., Dionne, F., Raymond, G., & Grégoire, S. (2019). Pilot study of a Web-based acceptance and commitment therapy intervention for university students to reduce academic procrastination. *Journal of American College Health*, 67(4), 374–382.**

This is a pilot study focused on investigating the possibility of a web-based Acceptance and Commitment Therapy intervention in reducing procrastination in students, and the efficacy of the intervention. 36 Canadian university students participated and researchers discovered that the intervention seems feasible and can not only reduce procrastinatory behaviors, but also increase committed actions.

**Kishida, M., Molenaar, P. C. M., & Elavsky, S. (2019). The impact of trait mindfulness on relational outcomes in novice yoga practitioners participating in an academic yoga course. *Journal of American College Health*, 67(3), 250–262.**

Participants were asked to attend lab assessments at the start and finish of a semester, and complete eight internet surveys during the course of the semester in six bursts. The purpose of this study was to understand how dispositional mindfulness impacts the benefits of yoga in participants taking part in a novice yoga class in college. The study showed a connection between trait mindfulness and its impacts on relational outcomes, proving that those who are low in trait mindfulness may not benefit from yoga immediately and may need extra strategies.

**Ko, C. M., Grace, F., Chavez, G. N., Grimley, S. J., Dalrymple, E. R., & Olson, L. E. (2018). Effect of Seminar on Compassion on student self-compassion, mindfulness and well-being: A randomized controlled trial. *Journal of American College Health*, 66(7), 537–545.**

41 participants were recruited to participate in a study gauging the effectiveness of a Seminar on Compassion on student psychological health, motivated by the positive impact of mindfulness-based interventions on college students that has already been examined. The course proved to be effective in positively increasing self-compassion and mindfulness.

**Marcotte, D., Paré, M.-L., & Lamarre, C. (2020). A pilot study of a preventive program for depressive and anxious symptoms during the postsecondary transition. *Journal of American College Health*, 68(1), 32–38.**

Zenetudes is a preventative program for students who experience depression and anxiety during the transition to college from high school. In order to understand the effectiveness of the program, first year students were screened for signs of emotional distress, mainly anxiety and depression, when they began their first semester in college. This pilot study shows promise for the program, as the treatment group showed less depressive and anxious symptoms after exposure to the program.

**Rein, B. A., McNeil, D. W., Hayes, A. R., Hawkins, T. A., Ng, H. M., & Yura, C. A. (2018). Evaluation of an avatar-based training program to promote suicide prevention awareness in a college setting. *Journal of American College Health*, 66(5), 401–411.**

The purpose of this study is to evaluate the effectiveness of *Kognito*, a program that trains students, faculty, and staff in identifying students who are potentially at risk for suicide, and how to support those students. A one year study with a sample of 2,727 university students, faculty, and staff, indicated that all modules of *Kognito*'s program showed progress in the participants' preparedness, likelihood, and self-efficacy in working with at-risk students.

**Tubbs, J. D., Savage, J. E., Adkins, A. E., Amstadter, A. B., & Dick, D. M. (2019). Mindfulness moderates the relation between trauma and anxiety symptoms in college students. *Journal of American College Health*, 67(3), 235–245.**

The purpose of this study is to understand if trait mindfulness moderates the relationship between trauma exposure and anxiety and depression in college students. 2,326 college sophomores were chosen as the sample for this study and were asked to disclose past-year trauma exposure, trait mindfulness, and multiplicative interaction. In students who showed a greater level of mindfulness, depression and anxiety symptoms were lower. Trauma predicted anxiety, and mindfulness mediated the association between trauma and higher anxiety symptoms.

**Wayment, H. A., & Cavolo, K. (2019). Quiet ego, self-regulatory skills, and perceived stress in college students. *Journal of American College Health*, 67(2), 92–96.**

1117 college students were assessed in order to understand the effects of self-control and grit as mediators between quiet ego characteristics and less perceived stress in college students. Self-control does, indeed, mediate the relationship between quiet ego and stress. Interventions that focus on self-control are found, by the researchers, to be more beneficial to reduce stress in college students.

**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: College Health Literature, 2018-2020**

**THEME 5: SLEEP & STRESS**

**Ben-Ami, N., & Korn, L. (2020). Associations between backache and stress among undergraduate students. *Journal of American College Health*, 68(1), 61–67.**

1,026 students participated in a study of how lower back pain (LBP) increases stress. Participants were asked to take a self-report questionnaire with questions on a variety of subjects, including health status and behaviors. The study ultimately found that the associated factors are higher if a student with backaches also reports smoking, study-based stress, and depressive symptoms. Stress, smoking, and depression are all associated with backache.

**Bolden, J., Gilmore-Kern, J. E., & Fillauer, J. P. (2019). Associations among sleep problems, executive dysfunctions, and attention-deficit/hyperactivity disorder symptom domains in college students. *Journal of American College Health*, 67(4), 320–327.**

306 college students rated their sleep quality, executive functions, and ADHD symptoms over a period of a year to provide researchers with insight into a possible connection between executive functions and sleep problems operate together to impact domains of ADHD. Executive function ratings were associated with ADHD symptoms when controlling for sleep quality, and ADHD symptoms are associated with all facets of executive functioning when controlling for sleep.

**Frazier, P., Gabriel, A., Merians, A., & Lust, K. (2019). Understanding stress as an impediment to academic performance. *Journal of American College Health*, 67(6), 562–570.**

Common perceptions of college students is that their academic performance is most frequently caused by stress, a notion the researchers wanted to further investigate and assess. They did so by further analyzing demographic and psychosocial factors with a sample of nearly 9,000 students who completed online surveys. Lower GPA was the most commonly linked outcome for experiencing greater levels of stress, lower self-efficacy, less resilience, and less social support. Heterosexual men and ethnic minorities showed less stress but also did not have higher GPAs.

**Guan, S.-S. A., Xie, H., & Boyns, D. (2020). Sleep, stress, or social support?: Exploring the mechanisms that explain the relationship between student recreation center use and well-being. *Journal of American College Health*, 68(2), 124–131.**

A survey was administered to 540 students in 2017 that contained questions on use of the student recreation center, mental health, physical health, and health related mechanisms (sleep, social support, stress). The goal was to understand how health-related mechanisms impact the use of the student recreation center by students, and how that impacts well-being. In students who reported using the SRC frequently, there was also a lower rate of experiencing somatic

symptoms and higher ratings of health, but not necessarily mental health. Of all of the mechanisms, sleep proved the most prominent, with increased quality of sleep in students who used the SRC.

**Hagan, M. J., Sladek, M. R., Luecken, L. J., & Doane, L. D. (2020). Event-related clinical distress in college students: Responses to the 2016 U.S. Presidential election. *Journal of American College Health*, 68(1), 21–25.**

In this study, one out of four students met the criteria for clinically related mental health conditions due to stress surrounding the 2016 presidential election. Students who reported higher stress levels due to the election also reported election-related avoidance and intrusive thoughts. Race and social class were not significant predictors of stress symptoms, and sex, political party, religion, as well as perception of the impact of the election were.

**Kingery, J. N., Bodenlos, J. S., & Lathrop, J. A. (2020). Facets of dispositional mindfulness versus sources of social support predicting college students' psychological adjustment. *Journal of American College Health*, 68(4), 403–410.**

This study attempted to predict psychological adjustment by examining the relative contribution of 5 dispositional mindfulness facets and two aspects of social support and sex. 350 undergraduates completed an instrument with self-report measures of dispositional mindfulness, social support, perceived stress, and emotional well-being. Higher family support results indicated a lower stress level, and friend support predicted higher emotional well-being. Mindfulness facets were a better predictor of adjustment than social support. Between men and women, women reported higher stress levels and lower emotional well-being.

**Kwon, S. J., Kim, Y., & Kwak, Y. (2020). Relationship of sleep quality and attention deficit hyperactivity disorder symptoms with quality of life in college students. *Journal of American College Health*, 68(5), 536–542.**

This study assessed quality of life in college students, and how sleep quality and attention deficit hyperactivity disorder (ADHD) interact with that quality of life. 195 students participated in the study and completed a survey questionnaire measuring Quality of Life (QOL). The study found a relationship between QOL, ADHD, and sleep quality. Overall higher QOL was generally associated with fewer symptoms of ADHD, good sleep, being male, performing well academically, and being from a high socioeconomic status.

**Lentz, T. A., & Brown, C. (2019). Mindfulness and health behaviors in college students: The moderating role of sleep. *Journal of American College Health*, 67(6), 505-514.**

This study investigated the moderating effects of subjective sleep quality (SSQ) and sleep duration on the relationships between mindfulness, nutrition, and exercise for 357 undergraduate students. Hierarchical multiple regression analyses indicated that SSQ moderated the relationship between mindfulness and nutrition with mindfulness' observation facet being the most predictive of nutrition behavior. Observation and descriptive facets of mindfulness were most predictive of exercise behavior for this sample.

**Montagni, I., Qchiqach, S., Pereira, E., Tully, P. J., & Tzourio, C. (2020). Sex-specific associations between sleep and mental health in university students: a large cross-sectional study. *Journal of American College Health*, 68(3), 278–285.**

This study was based online in France, and data was pulled from a larger study that had occurred previously. The goal was to examine the connections between sleep problems and mental health in college students, and the effect sex has on that connection. Sleep problems, it was revealed, were associated with mental health problems, including anxiety, mostly in female students. Male students also experienced mental health and sleep problems, but the ratios were lower.

**Semplonius, T., & Willoughby, T. (2019). A person-centered analysis of sleep and emotion dysregulation: Short- and long-term links with depression and alcohol use. *Journal of American College Health*, 67(5), 486–496.**

This study examined the links, both on a short and long term basis, of depressive symptoms and alcohol use in college students, and the co-occurrence of sleep and emotional dysregulation on depression and alcohol use. Participants were 1132 first year Canadian college students who were surveyed on sleep and depressive symptoms, as well as alcohol use. Those who had a high co-occurrence of sleep and emotional issues showed a greater incidence of depressive symptoms.

**Straud, C. L., & McNaughton-Cassill, M. (2019). Self-blame and stress in undergraduate college students: The mediating role of proactive coping. *Journal of American College Health*, 67(4), 367–373.**

261 undergraduate students voluntarily completed self-report questionnaires measuring self-blame, protective coping, and stress in order to better understand the mediating factors of proactive coping on both self blame and stress. Between self-blame and stress, the study revealed that proactive coping was a mediating factor.



**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: College Health Literature, 2018-2020**

**THEME 6: SEXUAL ASSAULT & INTIMATE PARTNER VIOLENCE**

**Brewer, N., Thomas, K. A., & Higdon, J. (2018). Intimate partner violence, health, sexuality, and academic performance among a national sample of undergraduates. *Journal of American College Health, 66(7), 683–692.***

The purpose of this study was to examine and determine associations between intimate partner violence and academic performance in both heterosexual and sexual minority undergraduates. Results of the National College Health Assessment were analyzed using structural equation modeling, and findings showed that undergraduates who reported intimate partner violence, regardless of sexual identity, were more likely to have a lower GPA and an increased presence of academic difficulties.

**Carey, K. B., Norris, A. L., Durney, S. E., Shepardson, R. L., & Carey, M. P. (2018). Mental health consequences of sexual assault among first-year college women. *Journal of American College Health, 66(6), 480–486.***

Researchers investigated how sexual assault impacts college women's mental health by conducting a study of 483 female first-year college students both at the start and end of their first semester in college. Twelve percent of participants indicated a sexual assault during the time of the study, which ultimately predicted clinically significant levels of anxiety and depression.

**Hawn, S. E., Lind, M. J., Conley, A., Overstreet, C. M., Kendler, K. S., Dick, D. M., & Amstadter, A. B. (2018). Effects of social support on the association between precollege sexual assault and college-onset victimization. *Journal of American College Health, 66(6), 467–475.***

An examination of precollege sexual assault and college-onset sexual assault and the mediating and moderating factors of perceived social support in 6,132 undergraduates. college-onset sexual assault was significantly predicted by precollege sexual assault, and social support was found to mediate the relationship between the two. Social support was not, however, a moderator of the relationship. Revictimization of college students who have experienced precollege sexual assault when they arrive at college makes it imperative to research factors that can be mitigated by intervention, services, and policy.

**Hudson-Flege, M. D., Grover, H. M., Meçe, M. H., Ramos, A. K., & Thompson, M. P. (2020). Empathy as a moderator of sexual violence perpetration risk factors among college men. *Journal of American College Health, 68(2), 139–147.***

Over the course of 3 years, a study was completed among 544 college men to better understand if and how empathy moderates risk factors associated with perpetrating sexual violence. Factors were monitored in all of the men for the four years of college, and empathy did, in fact, moderate

six of ten risk factors for sexual violence perpetration. High levels of empathy led to lower sexual violence perpetration rates in men who were considered by researchers to be “high risk.”

**Jouriles, E. N., Krauss, A., Vu, N. L., Banyard, V. L., & McDonald, R. (2018). Bystander programs addressing sexual violence on college campuses: A systematic review and meta-analysis of program outcomes and delivery methods. *Journal of American College Health, 66(6), 457–466.***

A meta-analysis was conducted to determine the effectiveness of bystander programs addressing sexual violence on college campuses. Students who participated in these programs had healthier, more prosocial beliefs regarding sexual violence and the idea of intervening, and also engaged in bystander behavior more than those who had no experienced the programs. Meaningful effects of participation lasted for three months following the program and diminished over time, but make these programs important for colleges to offer to students.

**Lewis, K. R., Robillard, A., Billings, D., & White, K. (2019). Differential perceptions of a hypothetical sexual assault survivor based on race and ethnicity: Exploring victim responsibility, trauma, and need for social support. *Journal of American College Health, 67(4), 308–317.***

College women were asked to interpret a vignette dealing with a hypothetical female sexual assault survivor and the resulting need for support following her attack. The aim of the research was to understand the participants’ interpretations of racial and ethnic coding in the vignettes and to assess the way they perceive responsibility and trauma. The results indicate a need to discuss race as part of the educational process regarding sexual assault awareness.

**Min, H. (2019). The risk factors of abusive relationships for nontraditional students. *Journal of American College Health, 67(2), 174–179.***

This study revealed that non-traditional students have a greater likelihood of being in abusive relationships than their traditional counterparts. The types of abuse generally experienced by non-traditional students were reported to be physical and emotional in nature rather than sexual. 102,563 responses to the American College Health association National College Health Assessment were assessed, and results indicate that there must be different types of prevention programs for non-traditional students on college campuses.

**Nichols, E. M., Bonomi, A., Kammes, R., & Miller, E. (2018). Service seeking experiences of college-aged sexual and intimate partner violence victims with a mental health and/or behavioral disability. *Journal of American College Health, 66(6), 487–495.***

This study examines the experiences of college women with disabilities who experienced sexual assault or intimate partner violence, and their help-seeking for mental health needs. 27 women in the target group were interviewed, and revealed that many women downplayed their experiences and either avoided seeking help or did not do so for several months following the sexual assault/IPV episode. In women who did seek help immediately, there was usually an incidence of escalating mental health concerns. Women who did seek services report feeling

satisfied when validated by their healthcare providers, but also report feeling invalidated when having to wait for care or when seeing a professional not properly trained.

**Potter, S., Howard, R., Murphy, S., & Moynihan, M. M. (2018). Long-term impacts of college sexual assaults on women survivors' educational and career attainments. *Journal of American College Health, 66(6), 496–507.***

This study sought to examine how the trauma from sexual assault while on campus impacts undergraduate women's education trajectory and career attainment. A majority of the study's participants experienced health problems related to their assault which they reported impacted their educational and career goal attainment.

**Voth Schrag, R. J., & Edmond, T. E. (2018). Intimate partner violence, trauma, and mental health need among female community college students. *Journal of American College Health, 66(7), 702–711.***

40% of American college students are attending community colleges, and while substantial research has been completed on interpersonal violence in 4 year university students, there is a dearth of research regarding IPV in community college students. Students attending community college have a greater likelihood of being from a minoritized community, and of the 435 participants in this study, 27% reported IPV in the last year, 25% reported sexual assault, and 34% reported other uncomfortable sexual encounters in their lifetime. 20% of the participants had current PTSD symptoms, rationalizing the need for service providers at the community college level who are capable of responding to the needs of these students.

**Wood, L., Voth Schrag, R., & Busch-Armendariz, N. (2020). Mental health and academic impacts of intimate partner violence among IHE-attending women. *Journal of American College Health, 68(3), 286–293.***

6,8118 randomly selected female students were monitored for prevalence of various forms of intimate partner violence - psychological, physical, sexual, and cyber. They were then assessed for mental health outcomes. 31% of the female students researched had experienced some form of IPV since enrolling in college, and the severity of the IPV episode(s) generally predicted the extent of PTSD, depression, disengagement, and academic turbulence. In students with psychological, sexual, and cyber violence, there was also a higher rate of PTSD and depression.

**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: College Health Literature, 2018-2020**

**THEME 7: EATING DISORDERS**

**Claydon, E., & Zullig, K. J. (2020). Eating disorders and academic performance among college students. *Journal of American College Health*, 68(3), 320–325.**

This study examined the relationship between academic performance and eating disorders; in particular, the focus was on how treatment for eating disorders affects academic performance. The National College Health Assessment was utilized and revealed that students receiving treatment, both behaviorally and medically, for anorexia and bulimia were nearly one and a half times more likely to have a higher GPA than students without presentation of eating disorders.

**Graham, A. K., Trockel, M., Weisman, H., Fitzsimmons-Craft, E. E., Balantekin, K. N., Wilfley, D. E., & Taylor, C. B. (2019). A screening tool for detecting eating disorder risk and diagnostic symptoms among college-age women. *Journal of American College Health*, 67(4), 357–366.**

As eating disorders (ED) can often present in college, researchers initiated a study to pilot a screening tool that can be used to help individuals at risk for developing eating disorders. 549 college women completed both the screening tool and an interview, which showed that the screening tool had high sensitivity for detecting high risk, making it a good tool for identifying those at risk for ED diagnoses.

**Grossman, S. L., Campagna, B., Brochu, H., Odermatt, M., & Annunziato, R. A. (2018). Improving body image and sexual health behaviors among college women. *Journal of American College Health*, 66(8), 826–830.**

This is a pilot study to determine if an eating disorder prevention program, *The Body Project*, was successful in reducing risky sexual behaviors. 20 female college students who endorsed body image unhappiness and previous or current sexual activity participated in the study. The interactions across group and time for unanticipated sexual encounters were reduced in individuals who were placed in the non-control group. The pilot supports using a program like *The Body Project* to reduce certain risky behaviors in college aged women.

**Hanson, J. A., Phillips, L. N., Hughes, S. M., & Corson, K. (2020). Attention-deficit hyperactivity disorder symptomatology, binge eating disorder symptomatology, and body mass index among college students. *Journal of American College Health*, 68(5), 543–549.**

207 college students were recruited to examine the connection between BMI, binge eating disorder, and attention-deficit hyperactivity disorder. Participants completed the adult ADHD self-report scale (ASRS) and the Binge Eating Scale (BES) in addition to having their height and weight measured. Men showed results consistent with higher ASRS scores, higher BMI, and lower BES scores. In both men and women, there was a positive correlation between BES scores

and BMI and ASRS scores. Binge eating disorder is found in those with ADHD symptomatology and a higher BMI in participants across genders.

**Hautala, L., Pekurinen, V., Lantta, T., Välimäki, M., & Anttila, M. (2020). The role of body-esteem in academic functioning problems associated with eating disturbances. *Journal of American College Health*, 68(8), 931–935.**

The researchers separate “esteem” into two different subsets: body and self. In this study, they assess these two factors and their co-occurrence with academic challenges that are discovered to be associated with eating disorders. 330 college students in Finland were asked to participate in a scale - the Eating and Body Image Academic Interference Scale. Academic functioning issues were a small response among participants. Researchers also discovered that an increase in age of five years, in addition to high self esteem, were mediating factors against academic issues.

**Hellberg, S. N., Ladis, I. E., & Shepherd, C. B. (2019). Pilot study of a personality-based approach to assessing eating disorder and Obsessive Compulsive Disorder symptom risk in college men and women. *Journal of American College Health*, 67(8), 801–816.**

A combination of 169 male and female undergraduate students were recruited to participate in this study, which is the pilot study in research that analyzes the risk of certain types of personalities (empirically derived) in developing eating disorders and Obsessive Compulsive Disorder. Self-report instruments with measurements of certain personality types (perfection, impulsive, effortful control as well as ED and OCD) were distributed to students. Three personality types emerged: overcontrolled, undercontrolled, and resilient. In those who are “overcontrolled,” perfectionism and both ED and OCD symptoms were higher.

**Kauffman, B. Y., Bakhshaie, J., Manning, K., Rogers, A. H., Shepherd, J. M., & Zvolensky, M. J. (2020). The role of emotion dysregulation in the association between subjective social status and eating expectancies among college students. *Journal of American College Health*, 68(1), 97–103.**

Existing research indicates that social health has a direct result on health behavior changes, and that college is a time of great risk for students to change their eating behaviors. The new study examined the emotional dysregulation in association with subjective social status and eating expectancies, with the idea that subjective social status and societal standing also affect how students change their eating habits. 1,589 students responded, and the results determined that college students experiencing lower subjective social status tend to experience greater risk for dysregulated emotions and greater incidence of maladaptive eating patterns.

**Kaufman, C. C., Thurston, I. B., Maclin-Akinyemi, C., Hardin, R. N., Decker, K. M., & Kamody, R. C. (2020). Risk and protective factors associated with depressive symptoms in young adults with overweight and obesity. *Journal of American College Health*, 68(2), 148–154.**

Elevated weight has been noted with an increased risk of experiencing depressive symptoms, and research has shown that one-third of college students are in the category of “overweight or

obese.” To fill a gap in the research, this study looked at protective factors and the connection between health behaviors and depressive symptoms, as well as how students see themselves in terms of body image. A slight majority of the 175 participants were female. According to results, in students who presented with lower depressive symptoms, there was also a higher rate of exercise and body positivity.

**Thompson-Memmer, C., Glassman, T., & Diehr, A. (2019). Drunkorexia: A new term and diagnostic criteria. *Journal of American College Health*, 67(7), 620–626.**

“Drunkorexia” is a term to describe students who exercise excessively or obsessively monitor their caloric intake in order to accommodate the calories from alcohol intake. Researchers say that students who participate in this behavior are usually diagnosable with a substance use disorder, eating disorder, or both. To mitigate treatment and insurance challenges associated with Drunkorexia, researchers suggest categorizing it as an Other Specified Feeding and Eating Disorder.

**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: College Health Literature, 2018-2020**

**THEME 8: SPECIALIZED POPULATIONS**

**Ballesteros, J., & Tran, A. G. T. T. (2020). Under the face mask: Racial-ethnic minority student-athletes and mental health use. *Journal of American College Health*, 68(2), 169–175.**

This study of 241 racial-ethnic minority student athletes (REMSA) and several factors, including symptoms of distress, help-seeking for mental health issues, and other factors influencing mental health usage, led researchers to understand that seventy-eight percent of REMSAs had some type of mental health need, but only 11% actually reported seeking services for those needs. In athletes, being an upperclassman and experiencing higher stress led to a greater likelihood of service usage.

**Bowman Heads, A. M., Glover, A. M., Castillo, L. G., Blozis, S., & Kim, S. Y. (2018). Dimensions of ethnic identity as protective factors for substance use and sexual risk behaviors in African American college students. *Journal of American College Health*, 66(3), 178–186.**

Ethnic identity and ethnic socialization were examined as protective factors for risk behaviors among 398 African American and Afro-Caribbean students. Researchers concluded that ethnic identity affirmation, belonging, and commitment predicted lower substance use and hazardous alcohol use. Revealed was that ethnic identity components are potentially protective against alcohol and substance use behaviors.

**Chai, S. C., Jiang, H., Papas, M. A., Fang, C.-S., & Setiloane, K. T. (2019). Acculturation, diet, and psychological health among Asian students. *Journal of American College Health*, 67(5), 433–440.**

Researchers engaged Asian students at the University of Delaware to better understand how acculturation level, dietary nutrient intake, and psychological health interact. 172 students completed a qualitative questionnaire, and the results indicated that both acculturation and maintenance of original culture both increased with time spent in the US. No meaningful association occurred between acculturation and nutrient intake existed.

**Chandrasekhar, T. (2020). Supporting the needs of college students with autism spectrum disorder. *Journal of American College Health*, 68(8), 936–939.**

Autism Spectrum Disorder is emerging as a growing diagnosis among enrolling college students. This case study focused on a college-aged woman who presented with ASD but also dysphoria and anxiety, highlighting the importance of having trained mental health clinicians aware of ASD and its common comorbidities. The student was not diagnosed with ASD previously, but the diagnostic criteria were noticed as she was being treated for dysphoria and anxiety.

Researchers posit that clinicians on campuses will experience this situation more frequently and must be prepared to understand ASD features.

**Christianson, L. (2018). Improving functional outcomes in college and university students with schizophrenia in the Western world. *Journal of American College Health, 66(1), 61–68.***

The author, using retrospective research on schizophrenia patients, indicates that remission of symptoms becomes less likely with prolonged psychosis, and encourages the use of studies of schizophrenia in analysis of college student mental health.

**Lian, Z., & Wallace, B. C. (2020). Prevalence of past-year mental disorders and its correlates among Chinese international students in US higher education. *Journal of American College Health, 68(2), 176–184.***

222 Chinese international students participated in a study aimed at examining the frequency of past-year mental health issues and the correlation to Chinese international students in US universities. Social media was used to recruit 222 students, of whom the majority were female and graduate students. The majority of students reported anxiety and depression symptoms in the past year prior to the study. Students were more likely to report these symptoms if they had not had a steady romantic partner, they were planning on going back to China within a year of graduation, stress about the plan to return home, and a lower rate of cultural humility in university officials.

**Messman, J. B., & Leslie, L. A. (2019). Transgender college students: Academic resilience and striving to cope in the face of marginalized health. *Journal of American College Health, 67(2), 161–173.***

The purpose of this study was to identify the differences in outcome between male identifying, female identifying, and transgender identifying US college students. In a sample of 32,964 college students, transgender students reported more trauma, suicidality, mental health diagnoses, interpersonal violence, less safety, more sex partners, and more STIs in addition to greater use of drug and alcohol use. They also experienced fewer risk protection factors and more barriers to academic success.

**Perrotte, J. K., Bibriescas, N., Wainwright, K., Garza, R. T., & Baumann, M. R. (2020). A Bidimensional Examination of Machismo in Relation to Risky Sexual Cognitions and Behavior among Latino College Men. *Journal of American College Health, 68(2), 115–118.***

This study examined machismo - a type of masculinity attributed to Latino men and risky sexual outcomes among Latino men in college. Both Latina/o individuals and college students experience adverse effects from risky sex, creating the need for a bidimensional study examining both in the context of risky sex in college. Men who displayed hypermasculine machismo tended to engage in more risky sex, but also better attitudes regarding condom use. Men who display



chivalrous machismo characteristics used condoms more frequently. The study explains the complex cultural dynamic between risky sex and machismo in latino college men.

**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: College Health Literature, 2018-2020**

**THEME 9: ADVERSE CHILDHOOD EXPERIENCES & TRAUMA**

**Cusack, S. E., Hicks, T. A., Bourdon, J., Sheerin, C. M., Overstreet, C. M., Kendler, K. S., Dick, D. M., & Amstadter, A. B. (2019). Prevalence and predictors of PTSD among a college sample. *Journal of American College Health, 67*(2), 123–131.**

A survey of 2,310 freshmen in college revealed that 70% of participants had experienced at least one event that was potentially traumatic. Of those individuals, over 34% met the criteria for PTSD per the DSM-5. Of those with PTSD symptoms, it was noted that there was a higher likelihood of being female, with depressive and anxious symptoms, and a higher number of post traumatic events. In those with higher PTSD symptoms, there were also individuals with higher levels of anxiety and depression, and a greater incidence of new interpersonal post traumatic events.

**Hinojosa, R., Nguyen, J., Sellers, K., & Elassar, H. (2019). Barriers to college success among students that experienced adverse childhood events. *Journal of American College Health, 67*(6), 531–540.**

This study examined the relationship between adverse childhood experiences (ACEs) and challenges students have in college success. 525 students were surveyed about their own possible exposure to ACEs and barriers to college success. There were more family issues and health problems in the lives of students who reported ACE exposure. In those who reported academic barriers, there was also evidence of greater depressive symptoms, and more health and family issues.

**Kalmakis, K. A., Chiodo, L. M., Kent, N., & Meyer, J. S. (2020). Adverse childhood experiences, post-traumatic stress disorder symptoms, and self-reported stress among traditional and nontraditional college students. *Journal of American College Health, 68*(4), 411–418.**

College students were recruited to analyze the relationships between adverse childhood experiences (ACEs), PTSD-S, and self-reported stress. 236 nursing students participated and the study revealed that PTSD-S moderated the connection between ACEs and self-reported stress, meaning that students with PTSD-S after experiencing childhood adversity will naturally report higher levels of stress.

**Manrique, M., Allwood, M. A., Pugach, C. P., Amoh, N., & Cerbone, A. (2020). Time and support do not heal all wounds: Mental health correlates of past bullying among college students. *Journal of American College Health, 68*(3), 227–235.**

This study is an examination of whether experiencing bullying in both middle and high school leads to depression, anxiety, and PTSD symptoms in college students. In addition, the study examined whether perceived social support (PSS) mediated this relationship, and what type of

support (parents, friends, other sources) was most effective. 270 students participated in the study, which revealed that bullying was related to greater symptomatology in college students, but also that PSS mediated some of these effects.

**Roche, A. I., Kroska, E. B., Miller, M. L., Kroska, S. K., & O'Hara, M. W. (2019). Childhood trauma and problem behavior: Examining the mediating roles of experiential avoidance and mindfulness processes. *Journal of American College Health, 67(1), 17–26.***

414 college-aged individuals completed a self-report measure of childhood trauma, current problem behavior, experiential avoidance, and mindfulness practices to understand the link between experiential avoidance, mindfulness, and childhood trauma and problem behavior. Experiential avoidance was a mediator between childhood trauma and problem behavior. Mindfulness exercises also contributed to a mediation between the same association, leading researchers to find merit in certain interventions for the college aged survivors of childhood trauma.

**Shigemoto, Y., & Robitschek, C. (2018). Exploring patterns of personal growth initiative and posttraumatic stress: A latent profile analysis. *Journal of American College Health, 66(5), 350–359.***

This study was preliminary in nature and utilized archival data; participants were students who had reported having a potentially traumatic event (PTE) within 3 years of the study. The impetus for the research revolved around the inconsistent relationship between personal growth initiative (PGI) and posttraumatic stress symptoms (PTSS). Subgroups were analyzed, and a five-class model emerged.

**Windle, M., Haardörfer, R., Getachew, B., Shah, J., Payne, J., Pillai, D., & Berg, C. J. (2018). A multivariate analysis of adverse childhood experiences and health behaviors and outcomes among college students. *Journal of American College Health, 66(4), 246–251.***

This study aimed at examining associations between adverse childhood experiences, health behaviors (smoking, drinking, etc...) and certain health outcomes, such as depression and obesity. Nearly 3,000 students participated from schools in Georgia, completing surveys online. Individuals who reported adverse childhood experiences also report a greater incidence of depression, ADHD, substance use, and weight, in addition to lower consumption of healthy foods. College interventions, per the researchers, are needed to educate and help students who have experienced an adverse childhood experience.

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**THEME 10: INTAKE & ASSESSMENT**

**Braider, L., La Lima, C., Crimarco, N., Hollander, B., Reid-Russell, A., Kane, J., & Greenwald, B. (2019). Characterization of psychiatrically hospitalized college students. *Journal of American College Health, 67(7), 654–660.***

According to this study, a greater number of females experience hospitalizations, family and financial stressors, depression, while also experiencing less psychotic and bipolar disorder. The researchers sought to characterize students who are psychiatrically hospitalized and also found that the most frequent diagnosis among college students was a variant of depression, with bipolar disorder, psychotic disorder, and personality disorders following. Half of participants experienced comorbidity with substance abuse, and two thirds of students experienced a variety of psychosocial stressors.

**Brown, J. T., Volk, F., & Gearhart, G. L. (2018). A psychometric analysis of the Ottawa self-injury inventory-f. *Journal of American College Health, 66(1), 23–31.***

The purpose of this study is to understand the Ottawa Self-Injury Inventory’s usefulness in assessing nonsuicidal self-injury. 345 students with a history of self-injury were asked to take the OSI-F, from which a three factor solution was discovered - affect regulation, exhilaration, and release. Of these factors, researchers found that affect regulation dimensions were most likely to predict a continuing tendency to self-injure; in addition, women, based on results, are more likely to attribute self injurious behavior to affect regulation.

**Henshaw, E. J., Wall, E. J., & Lourie, A. E. (2020). How will this help me? Exploring expectations at the time of intake among first-time users of a college counseling center. *Journal of American College Health, 68(8), 847–853.***

418 first time counseling seekers were asked to share the expectations they had of counseling prior to intake, and how confident they were in the efficacy of counseling and their likelihood of attending post-intake. Participants were asked to divide their answers into three categories: don’t know, just talking, or beyond talking. The group that answered “don’t know” indicated lower confidence in counseling prior to treatment, and “beyond talking” respondents predicted attendance with their answers regarding expectations.

**Marconi, A., Ranum, N., Van Orman, S., Hanson, B., Donovan, V., & Borenitsch, E. (2019). Demographic differences in response rates for PHQ9 in a university student population. *Journal of American College Health, 67(3), 283–289.***

This study utilized responses from the “Healthy Minds Study” to determine if demographic differences impact the response completion rate in depression screening questions. Of the 7,326 students who participated, it was shown that women and LGBTQIA+ students had higher completed response rates. International, black, and Middle Eastern students had lower

completed response rates. The researchers determined that the demographic differences do have an impact on completion rate, and that further interventions for depression are necessary to accommodate those who may not fully respond on assessments.

**McNealy, K. R., & Lombardero, A. (2020). Somatic presentation of mental health concerns, stigma, and mental health treatment engagement among college students. *Journal of American College Health*, 68(7), 774–781.**

184 undergraduate students were recruited for this study via an online portal at their university, with the goal of determining how somatic symptoms correlate with mental health and treatment utilization. Per the research, somatic symptoms were most closely correlated with stigma, depression, and anxiety. When controlling for demographic factors, somatic symptoms, depression, and belief in therapeutic efficacy were concurrent predictors of mental health treatment, emphasizing the importance of universal screening for somatic and psychiatric issues.

**Saleh, A., Fuchs, C., Taylor, W. D., & Niarhos, F. (2018). Evaluating the consistency of scales used in adult attention deficit hyperactivity disorder assessment of college-aged adults. *Journal of American College Health*, 66(2), 98–105.**

The purpose of this study is to identify measures that are related to ADHD diagnosis and to better understand their usefulness in the mental health screening process. Researchers found that clinical assessment and childhood history knowledge can lead to an accurate ADHD diagnosis, but not the continuous performance test. Self-report, parental report, family history, and neurocognitive evaluations are effective in ADHD diagnosis.

**Tinklenberg, J., Patel, B., Gelman, K., & Albucher, R. (2018). Assessing adult attention deficit hyperactivity disorder (ADHD) in the university setting. *Journal of American College Health*, 66(2), 141–144.**

An increasing need for adult ADHD evaluations at Stanford University compelled the researchers to develop a protocol for the on-campus health center in order to aid in improvement of ADHD evaluations. The protocol included questionnaires with an aim of gathering clinical data prior to a student's appointment. 35 randomly selected student charts showed that this new protocol aided in improvement of clinical efficiency and diagnosis.

**College Counseling & Psychological Services Knowledge Base**  
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**THEME 11: SERVICE MEMBERS/VETERAN POPULATIONS**

**Chen, J. I., Bozzay, M. L., Monahan, M. F., Gryglewicz, K., Romero, G., Steding, L. H., Gleason, L. L., & Karver, M. S. (2019). Life after loss: Comparing student service member/veteran and civilian mental health characteristics among individuals exposed to death by suicide. *Journal of American College Health, 67*(3), 197–206.**

39 Student service members and veterans (SSM/Vs) who have been exposed to the death by suicide of another SSM/V and 32 who had not been exposed to a death by suicide were surveyed for mental health characteristics and beliefs. Participants were asked to answer questions about suicidal behaviors, prevention, help-seeking, and demographics. Those who had been exposed to suicide had a more positive mental health perspective and view on help-seeking than those who had not.

**Currier, J. M., McDermott, R. C., & Sims, B. M. (2018). Do student service members/veterans experience worse mental health stigma than their peers? A comparative study in a national sample. *Journal of American College Health, 66*(8), 821–825.**

The purpose of this study is to examine the stigma related to mental health help-seeking behaviors in student service members and veterans (SSM/Vs) in comparison to their non-SSM/V counterparts. SSM/Vs reported greater stigma relating to help-seekers and less confidence in the ability of practitioners to provide useful therapy and effective psychotropic medications. Depressed students in both non-SSM/V and SSM/V populations still reported stigma regarding treatment.

**Umucu, E., Wu, J.-R., Sanchez, J., Brooks, J. M., Chiu, C.-Y., Tu, W.-M., & Chan, F. (2020). Psychometric validation of the PERMA-profiler as a well-being measure for student veterans. *Journal of American College Health, 68*(3), 271–277.**

Researchers in this study aimed to validate the PERMA-profiler, a well-being measure, among student veterans. A study of 205 student veterans revealed that the PERMA-profiler has good reliability and acceptable levels of 3 types of validity when working with student veterans.

**Vest, B. M., Hoopsick, R. A., Homish, D. L., & Homish, G. G. (2020). Mental health and educational outcomes among current and former National Guard and Reserve soldiers. *Journal of American College Health, 68*(2), 110–114.**

130 Current and former Reserve and National Guard student service members and veterans (SSM/Vs) were recruited for examination of the relationship between academic outcomes and mental health. Anxiety, PTSD, and anger were all predictors of students either quitting school or failing. Depression was not associated with quitting or failing. This study highlights a need for more interventions that address mental health needs in this population.

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**THEME 12: PROFESSIONAL ISSUES & TRENDS**

**Oswalt, S. B., Lederer, A. M., Chestnut-Steich, K., Day, C., Halbritter, A., & Ortiz, D. (2020). Trends in college students' mental health diagnoses and utilization of services, 2009–2015. *Journal of American College Health*, 68(1), 41–51.**

A six year study examined the changes that occurred in both diagnosis and treatment of 12 different mental health conditions, along with previous use of campus mental health services and likelihood of seeking mental health services in the future by students. Time was mostly found to be a significant variable in diagnosis and also in willingness to seek services for mental health conditions in the future. The sample informs the research that self-reported diagnoses and treatment are both increasing among college students.

**Tkachuck, M. A., Schulenberg, S. E., & Lair, E. C. (2018). Natural disaster preparedness in college students: Implications for institutions of higher learning. *Journal of American College Health*, 66(4), 269–279.**

College students are impacted by the threat of and actuality of natural disasters. This study gained a better understanding of students' experiences with natural disasters and their perceptions of preparedness. The results show that perceived preparedness was a greater indicator of the level of concern students experienced, and that how well prepared they perceive their university to be also impacts how concerned they are about disaster preparedness. Perceived and actual preparedness are different constructs and must be further researched in the future for their impact on college student attitudes.



**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: College Health Literature, 2018-2020**

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