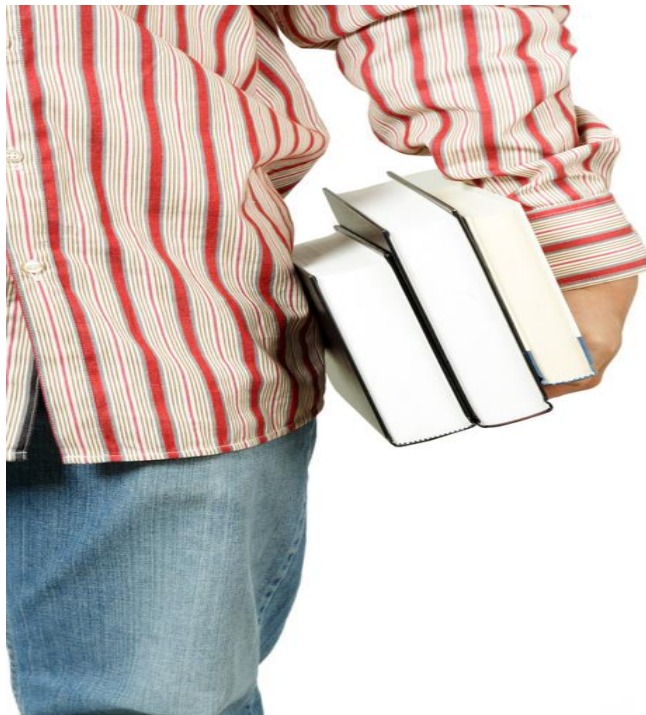**COLLEGE COUNSELING & PSYCHOLOGICAL SERVICES KNOWLEDGE BASE:**

The College Counseling Knowledge-Base is supported by the American College Counseling Association

Additional support for Phases I & II was provided by American College Personnel Association (ACPA) Educational Leadership Foundation

COLLEGE COUNSELING LITERATURE

PHASE 4: 2018-2020

College Counseling & Psychological Services Knowledge Base
COLLEGE COUNSELING LITERATURE
PHASE 4: 2018-2020

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

SUB-THEME 1(A): WELLNESS, STRESS, AND
ADJUSTMENT TO COLLEGE

Cadaret, M. C. & Bennett, S. R. (2019). College students' reported financial stress and its relationship to psychological distress. *Journal of College Counseling, 22*(3), 225-239.

Data was collected from college students (*N*=3,303) seeking psychological services to examine the relationship between financial stress and psychological distress. Psychological distress was measured by the Counseling Center Assessment of Psychological Symptoms-62 (Locke et al., 2011). Results showed that increased financial stress was associated with greater family distress, academic distress, overall distress, and lower grade point average. The sample of first-generation students, when compared with continuing-generation students, reported greater family distress, academic distress, total distress, and anxiety. Women were found to exhibit differences on levels of family distress and anxiety, when compared with men. Students of color reported greater family distress, current and past financial stress, and less family support.

Jones, P. J., Park, S. Y., & Lefevor, G. T. (2018). Contemporary college student anxiety: The role of academic distress, financial stress, and support. *Journal of College Counseling, 21*(3), 252-264.

Authors examined data from the Center for Collegiate Mental Health 2013-2014 database to yield understanding of student anxiety as reported by their counselors and self-report. Investigation showed that academic distress assumed the largest amount of variance in anxiety, followed by financial stress, family support, and peer support. Sociodemographic variables indicated small effects, demonstrating a universality of anxiety across various types of students.

Karaman, M. A., Lerma, E., Vela, J. C., & Watson, J. C. (2019). Predictors of academic stress among college students. *Journal of College Counseling, 22*(1), 41-55.

Factors predicting student academic stress were examined in this study. Participants included 307 undergraduate students (179 men, 128 women). Bivariate correlations and multiple regression analyses were conducted to reveal that life satisfaction, locus of control, and gender were significant predictors of academic stress. Female college students were found to have higher academic stress than male college students.

Rosenbaum, P. J. & Oakley, D. (2020). Thoughts about the possibility of return: Exploring the potential new college life. *Journal of College Student Psychotherapy, 34*(3), 173-182.

This article addresses questions and concerns regarding the fall 2020 semester in response to COVID-19 pandemic. The authors discuss challenges and concerns that colleges and universities are facing as students and members of the university community yearn to return to an environment of "normalcy." Consideration is taken in recognizing all the ways that higher education will be different.

Story, A. E., Carpenter-Song, E. A., Acquilano, S. C., Becker, D. R., & Drake, R. E. (2019). Mental health leaves of absence in college and therapy: A qualitative study of student experiences. *Journal of College Student Psychotherapy,* **33(1), 38-46.**

Thematic analysis of semi-structured interviews with 11 students was used to explore the role of psychotherapy among college students before, during, and after a mental health leave of absence. It was found that of the students who took a mental health leave, therapy was typically sought too late to prevent the leave, however, benefits from therapy were discovered while they were on leave and when they returned to college. Key outcomes of therapy included understanding the process that led to the leave, developing a plan and better coping skills for return, learning to avoid and/or manage symptoms, and growing closer to support systems.

Warren, J. M. & Hale, R. W. (2020). Predicting grit and resilience: Exploring college students' academic rational beliefs. *Journal of College Counseling, 23(2), 154-167.*

Authors of this study collected data from undergraduate college students (*N*=289) at a minority-serving university to examine the impact of academic rational beliefs on grit and resilience. Results from hierarchical regression analyses indicate a significant amount of variance in grit related to academic rational beliefs associated with evaluation and work habits.

Watkins, K. & Hill, E. M. (2018). The role of stress in the social support-mental health relationship. *Journal of College Counseling, 21(2), 153-164.*

Authors of the current study investigated the mediating role of psychological stress in the relationship between social support and mental health of undergraduate students (*N*=368). Participants were asked to complete social support, psychological stress, and mental health symptomatology measures. Data analysis included bootstrapping estimates of indirect effects indicating a significant influence of psychological stress in the relationship between social support and anxiety and depression symptomatology.

Webb, R. E. & Rosenbaum, P. (2019). Resilience and thinking perpendicularly: A meditation or morning jog. *Journal of College Student Psychotherapy, 33(1), 75-88.*

This article explores the ways that resilience relates to managing stress levels. It is proposed that resilience is about the ability to think perpendicularly, defined as the developmental capacity to take perspective and alter one's coordinates to think about and feel things in a new and different light. This achievement is located in a developmental model originating with Object Relations, related to achieving the "depressive position" and recognizing the gray areas in life. Plato's allegory of the Cave is used by the authors to underscore their thinking.

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

SUB-THEME 1(B): PAST ABUSE, TRAUMA, OR VICTIMIZATION

Arnekrans, A. A., Calmes, S. A., Laux, J. M., Roseman, C. P., Piazza, N. J., Reynolds, J. L., Harmening, D., & Scott, H. L. (2018). College students' experiences of childhood developmental traumatic stress: Resilience, first-year academic performance, and substance use. *Journal of College Counseling, 21*(1), 2-14.

This article examines the association between developmental trauma, grade point average, substance use, and resilience of 169 first-year college students at a midwestern university. Developmental trauma was defined as distressing childhood experiences, including mistreatment, interpersonal violence, abuse, assault, and neglect. Participants completed the Substance Abuse Subtle Screening Inventory-3 (SASSI-3), the Resilience Scale (RS), the Ego Resiliency Scale (ER89), and the Connor-Davidson Resilience Scale (CD-RISC). A significant relationship was found between cumulative trauma and self-reported substance use.

Elliot, A. N., Faires, A., Turk, R. K., Wagner, L. C., Pomeroy, B. M., Pierce, T. W., & Aspelmeier, J. E. (2019). Polyvictimization, psychological distress, and trauma symptoms in college men and women. *Journal of College Counseling, 22*(2), 138-151.

The aim of this study was to examine the differences between polyvictimization, psychological distress, and trauma syndrome in college men and women. Regression analyses were conducted and revealed that polyvictimization (i.e. high cumulative levels of victimization) is a greater predictor of psychological distress and trauma symptoms than any individual category of victimization including sexual, physical, peer/sibling, child maltreatment, witnessing/indirect, or property crime. Gender was found to be an insignificant moderator of the relationship between victimization and distress and trauma symptoms.

Im, S., Greenlaw, M., & Lee, J. (2020). Cumulative trauma exposure and mindfulness in college students. *Journal of College Counseling, 23*(1), 30-43.

This study evaluated the cumulative effects of multiple trauma exposure and discrete mindfulness facets concerning trauma-related outcomes among 157 undergraduate students. It was found through self-report questionnaires, that higher trauma exposure was related to experiencing more severe trauma symptoms, increased psychological distress, and lower quality of life. Four mindfulness facets differentially predicted trauma outcomes.

Kearney, M. A., Zeligman, M., Brack, J. L., & Payne, E. (2018). Trauma and dissociation: Predictors of loneliness in students at an urban university. *Journal of College Counseling, 21*(2), 165-179.

Authors of this study assessed the predictability of trauma and dissociation on feelings of loneliness among college students (*N*=429) at an urban university. Measures used included UCLA Loneliness Scale-3 (UCLA-3), Trauma History Screen (THS), Dissociative Experiences Scale-II (DES-II), and the DSM-5 Trauma Exposure Survey. Results from hierarchical regression analyses found that trauma experience and dissociation significantly predicted loneliness.

Meyer, L. K. & Stanick, C. F. (2018). College students' relationship between trauma and disordered eating. *Journal of College Student Psychotherapy, 32*(3), 242-250.

This study explores the relationship between different types of trauma exposure and disordered eating. 102 participants completed questionnaires relevant to this relationship and results indicated that sexual abuse was a significant predictor of matters regarding food and weight gain ($p < .05$) and other form of trauma was a significant predictor of individuals' difficulties in relationship with food ($p < .05$). Discussion regarding the impact of nonsexual trauma is included.

Shebuski, K., Bowie, J., & Ashby, J. S. (2020). Self-compassion, trait-resilience, and trauma exposure in undergraduate students. *Journal of College Counseling, 23*(1), 2-14.

The relationship between self-compassion and trait resilience was examined in this study. A sample of 296 undergraduate students was used to test the moderating roles of these variables in the relationship between trauma exposure and general psychological distress. Participants who were exposed to trauma reported significantly higher levels of psychological distress as compared with participants who were not (*M*=14.33), $t(293) = -5.l06$, $p < .01$. Significant gender differences were found. Results indicated a significant relationship between self-compassion and trait resilience. Trait resilience was found to be an insignificant moderator in this relationship, however self-compassion emerged as significant.

Stepleton, K., McMahon, S., Potter, C. C., & MacKenzie, M. J. (2019). Prior sexual victimization and disclosure of campus sexual violence among college students. *Journal of College Counseling, 22*(1), 56-69.

Survey data was utilized in this study to examine the relationships of precollege sexual violence experience to revictimization and disclosure. The sample was comprised of 8,217 undergraduate students. Among participants who had experienced campus sexual violence, those with prior sexual victimization were no more or less likely to disclose to campus resources and were found to be less likely to disclose to peers. Discussion includes institutional suggestions to better support students with a range of victimization experiences.

Zeligman, M., Varney, M., Gheesling, S., & Placeres, V. (2019). Trauma, meaning making, and loneliness in college students. *Journal of College Student Psychotherapy, 33*(4), 319-331.

This article explores relationships between meaning making (meaning presence and meaning search) and loneliness in college students who have experienced trauma. Group differences in

meaning variables and loneliness are examined, comparing 621 college students who have and have not experienced trauma. Results indicate loneliness and meaning search are more present in college students who have experienced trauma. Meaning presence and meaning search were both found to predict experiences of loneliness.

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

SUB-THEME 1(C): VARIOUS MENTAL DISORDERS

Finch, E. F., Brickell, C. M., & Choi-Kain, L. W. (2019). General psychiatric management: An evidence-based treatment for borderline personality disorder in the college setting. *Journal of College Student Psychotherapy, 33*(2), 163-175.

Borderline personality disorder (BPD) is a psychiatric disorder that generally first presents in college-aged individuals. Evidence-based treatment for BPD exists, however is resource intensive and therefore, difficult to implement within typical college mental health centers. The aim of this article is to introduce a practical framework for treating college students with BPD using techniques of general psychiatric management (GPM). The fundamentals of GPM include diagnostic disclosure, psychoeducation, short-term goal setting, suicidality and self-harm management, conservative psychopharmacology, and coordination of care, such as implementation of group and family counseling. This article utilizes a case vignette to illustrate how GPM techniques may be used for the college-aged population within a university setting.

Fruchter, M. G. & Brabender, V. M. (2020). Treatment of psychosis in college counseling centers: Therapist experiences and recommendations. *Journal of College Student Psychotherapy, 34*(2), 89-117.

The current article discusses a qualitative study which examined the treatment of psychosis in college counseling centers. The aim of this study was to explore how student-patients present, how therapists approached treatment, how treatment proceeded, and what recommendations therapists had for improving treatment of this population. Ten therapists who have worked in a college counseling center and have treated at least one student with psychosis were interviewed. The following themes developed from the interviews: system factors, treatment demands, student-patient profiles, and recommendations. Participants felt strongly that collaborating with others to create a comprehensive treatment network was necessary in treating students with psychotic symptoms. Results indicate that training in working with psychotic students is infrequent in college counseling centers. The practical focus of treatment was found to sometimes overlook specific aspects of treatment, such as assisting students in exploring meaning of their experiences in a larger context.

Kaitz, J. E., Ray, S., Harkins, D. A., & Driscoll, B. (2019). Relational predictors of eating issues in female college students. *Journal of College Student Psychotherapy, 33*(4), 299-318.

This article focuses on the contributions of peer teasing, relational aggression, and body image disturbance on subclinical maladaptive eating patterns among female college students. A sample of 102 female college students completed various self-report online surveys on peer teasing, relational aggression, body image disturbance, and eating problems. Results indicated a greater level of peer teasing, relational aggression, and body image disturbance were associated with higher rates of maladaptive eating patterns. Body image disturbance was found to be the only significant positive predictor of maladaptive eating patterns in the final regression model. Authors discuss how these results are relevant for better insight into mental health risks areas and development of prevention and early intervention strategies to address eating problems among female college students.

McEwan, R. C. & Downie, R. (2019). Patterns of academic success and engagement among college students with psychiatric disabilities. *Journal of College Student Psychotherapy, 33*(3), 257-272.

This descriptive study compares five groups of students with psychiatric disabilities with each other, with students with disabilities, as well as with students from the regular student body on academic success (graduation rate, graduating grade-point average, semesters to graduation) and patterns of academic engagement (time from first to last enrollment, characteristics of "time-outs" taken, between-semester volatility in grade-point average). Results indicated that students with learning disabilities and those from the regular student body are the most successful, followed by students with anxiety or depression and finally, those with bipolar disorder, dual anxiety/depression, or psychosis and/or schizophrenia. Students with psychiatric disabilities are hypothesized to experience barriers emanating from the self-advocacy model used in disability services offices. Barriers include a failure to respond to the unique learning profiles of these students and from the highly structured environment of postsecondary institutions. Recommendations to reduce the negative impact of these are presented.

Paul, E. C., Pazienza, R., Maestro, K. J., Flye, A., Mueller, P., & Martin, J. L. (2018). The impact of disordered eating behavior on college relationships: A qualitative study. *Journal of College Counseling, 21*(2), 139-152.

This study examined how disordered eating behaviors of college students impacts their peers. Eight undergraduate students who currently or previously had a peer who engaged in eating disorder behaviors made up the sample of this study. The authors utilized consensual qualitative analysis to provide preliminary evidence that students' eating disorders negatively impact peers. Discussion includes recommendations related to outreach and interventions, such as cognitive behavior therapy, to assist peers of students with eating disorders.

Warren, G. & Schwitzer, A. M. (2018). Two-year college distance-learning students with psychological disorders: Counseling needs and responses. *Journal of College Student Psychotherapy, 32*(4), 270-281.

This article explores the needs of students enrolled in a 2-year college studying at a distance who are diagnosed with psychological disorders. The authors constructed a six-feature descriptive model that included three areas of need (Hurdle of Self-Disclosure, Hurdle of Personal

Connection, and Hurdle of Time Management) and three parallel roles for counselors (Psycho-emotional Support, Relationship Support, and Learning Support). The relationship between the descriptive model used in this study and the Universal Design for Learning (UDL) framework is discussed, as well as implications for the roles of college psychotherapists at 2-year colleges.

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

SUB-THEME 1(D): SUBSTANCE USE

Kenney, S. R., Napper, L. E., LaBrie, J. W., & Vaughn, P. (2018). Reasons for utilizing mental health services as predictors of college students' alcohol risk. *Journal of College Counseling, 21*(2), 125-138.

Authors of this study examined college students' (*N*=153) reasons for seeking counseling services and risk for alcohol problems. Those at heightened risk for alcohol issues were students seeking help for impulse- or anger-related issues and depression. Despite high rates of hazardous alcohol use (80%) and dependence (39%), only 10% of students sought help for alcohol use. Discussion regarding targeted screening and intervention in college counseling centers is included.

Prosek, E. A., Giordano, A. L., Turner, K. D., Bevly, C. M., Reader, E. M., LeBlanc, Y., Molina, C. E., Vera, R. A., & Garber, S. A. (2018). Prevalence and correlates of stimulant medication misuse among the collegiate population. *Journal of College Student Psychotherapy, 32*(1), 10-22.

This study examines the misuse of stimulant medication among college students at a large Southwestern university. 3,038 undergraduate students were surveyed to examine unique characteristics of students misusing stimulant medication with prescriptions (*n* = 74) and those misusing without a prescription (*n* = 356). Both groups of students reported motivation to use for study enhancement and alertness. The most common side effects identified were sleeplessness, racing heart, and racing thoughts and medication was used most concurrently with alcohol and marijuana.

Tuazon, V. E., Travis, S. P., Honderich, E. M., Williams, A. E., Menefee, S. I., & Gressard, C. F. (2019). Drunkorexia: An exploratory investigation of college students with alcohol-related infractions. *Journal of College Counseling, 22*(1), 13-26.

Drunkorexia is operationally defined as the caloric restriction prior to or during alcohol consumption. This construct was explored in the current study among 411 college students who have experienced alcohol-related infractions. Differences in demographic prevalence distribution, alcohol-related consequences, and alcohol consumption were analyzed between a subsample of participants who reported drunkorexia behaviors and a subsample of those who did not. An independent-samples *t*-test was conducted to analyze mean differences between the groups on alcohol consequences. An ANOVA was also conducted to examine differences of weekly alcohol consumption and consequences. Results indicated that participants who

experienced alcohol-related infractions on campus demonstrated significantly higher proportions of drunkorexia behavior than those who did not.

Wallis, A. L., Gretz, D. P., Rings, J. A., & Eberie, K. M. (2019). Assessing marijuana use, anxiety, and academic performance among college students. *Journal of College Counseling, 22*(2), 125-137.

The primary focus of this article was the relationship between marijuana use and anxiety symptoms among college students. The secondary focus included marijuana use and grade point average (GPA). Data obtained from the American College Health Association-National College Health Assessment was used to conduct a secondary analysis on. Results indicated that marijuana use was negatively related with GPA among students currently experiencing symptoms of anxiety and receiving no formal treatment.

Watts, J. R., Tu, W., & O'Sullivan, D. (2019). Vocational expectation and self-stigmatizing views among collegiate recovery students: An exploratory investigation. *Journal of College Counseling, 22*(3), 240-255.

It is difficult to prioritize recovery and educational goals of college students in recovery from substance use disorders due to the limited amount of research on this population. A national sample of 80 students involved in collegiate recovery programs (support programs for students in recovery from substance use disorders) was used to examine the relationships between self-stigma, quality of life, psychological health, and vocational expectations. A regression model revealed that these factors explained 34% of self-stigmatizing views.

<u>College Counseling & Psychological Services Knowledge Base</u>
<u>Annotated Bibliography: College Counseling Literature, 2018-2020</u>

<u>THEME 1:</u>
<u>COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS</u>
<u>& PRESENTING CONCERNS</u>

<u>SUB-THEME 1(E): NON-SUICIDAL SELF-INJURY</u>

Kaniuka, A. R., Kelliher-Rabon, J., Chang, E. C., Sirois, F. M., & Hirsch, J. K. (2020).
Symptoms of anxiety and depression and suicidal behaviors in college students:
Conditional indirect effects of non-suicidal self-injury and self-compassion. *Journal*
of College Student Psychotherapy, 34(4), 316-338.**

Three hundred and thirty-eight college students with increased psychopathology reported great
engagement in non-suicidal self-injury (NSSI) and suicide risk. The current study analyzes the
mediating effect of NSSI on the relationship between anxiety and depressive symptoms and
suicide risk and the role of self-compassion. Results indicate that self-compassion weakened the
link between psychopathology and NSSI. Discussion proposes the implementation of Cognitive
Behavioral Therapy and compassion-focused and mindful self-compassion therapy in reducing
NSSI and suicide risk in college students.

La Guardia, A. C., Cramer, R. J., Bryson, C. N., & Emelianchik-Key, K. (2020). Analysis of
personality, suicide, and self-injury in emerging adulthood. *Journal of College*
Counseling, 23(1), 57-70.**

The current article assessed the relationships between nonsuicidal self-injury (NSSI), acquired
capability for suicide, interpersonal cognitions, and five-factor model personality traits through a
survey-based study. Sample consisted of 192 college students. Results revealed those with an
affirmative suicide attempt history, greater acquired capability for suicide, and elevated
neuroticism exhibited an increased likelihood of NSSI over their lifetime.

Lewis, S. P., Heath, N. L., Hasking, P. A., Whitlock, J. L., Wilson, M. S., & Piener, P. L.
(2019). Addressing self-injury on college campuses: Institutional recommendations.
Journal of College Counseling, 22(1), 70-82.**

Nonsuicidal self-injury (NSSI) has been found to be a significant concern among college student
populations. The authors of this article discuss considerations for colleges response to NSSI,
including the role of relevant stakeholders who directly and indirectly support students who self-
injure. Suggested resources for institutional response are provided.

Muller, D. L., Buser, T. J., Farag, M. S., & Buser, J. K. (2020). Experiences of unintentionally severe harm during nonsuicidal self-injury among college students. *Journal of College Counseling, 23*(3), 234-246.

Interviews regarding nine participants' experiences with unintentional sever injury during nonsuicidal self-injury (NSSI) were examined in this study. Authors utilized phenomenological analysis to identify four themes among participants including explosive affect prior to unintentional injury, loss of control during unintentional injury, unfamiliar method, and consequences of unintentional injury.

Wielgus, M. D., Hammond, L. E., Fox, A. R., Hudson, M. R., & Mezulis, A. H. (2019). Does shame influence nonsuicidal self-injury among college students? An investigation into the role of shame, negative urgency, and brooding. *Journal of College Student Psychotherapy, 33*(3), 237-256.

High levels of stress experienced by college students put them at more risk for non-suicidal self-injury (NSSI). It is therefore important to understand which vulnerabilities put students most at risk to inform treatment in college counseling centers. The current study examines the impact of specific affective (shame-proneness), behavioral (negative urgency), and cognitive (brooding) vulnerabilities to lifetime history and frequency of NSSI among a sample of 116 undergraduate college students. Results indicated shame-proneness was associated with NSSI frequency beyond negative emotions, which was found to be exacerbated by negative urgency and brooding.

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

SUB-THEME 1(F): DEPRESSION & SUICIDE

**Barker, E. T. & Renaud, J. (2020). Brief report: Contextualizing university students'
depressive symptoms: History, continuity, stability, and risk. *Journal of College
Student Psychotherapy, 34*(1), 24-32.**

College students' self-reports of depressive symptoms may represent different experiences for
different students. Two groups of students who had reported an increase in depressive symptoms
completed an in-person clinical interview, half of which had experienced major depression ($n =$
30) and half had not ($n = 29$). When compared with students who had no history of major
depression, students with a history of major depression showed greater continuity and stability in
symptoms and were at a greater risk for depression. No difference was indicated on reports of
perceived stress associated with academic demands between groups.

**Lauckner, C., Hill, M., & Ingram, L. A. (2020). An exploratory study of the relationship
between social technology use and depression among college students. *Journal of
College Student Psychotherapy, 34*(1), 33-39.**

This study investigates the association between the use of social technologies and depression
among college students. An online survey was administered to a sample of 255 college students
at two southeastern universities. Independent t-tests were conducted to examine differences in
depression between users and nonusers of social networking sites. Multiple regression analysis
was completed to examine the impact of social network intensity and mobile phone addiction on
continuous depression scores. Significant associations were found between depression and
specific social technology use and online behaviors. A discussion is included addressing the need
for assessment of technology use by college clinicians as well as the development of technology-
based interventions to promote mental health.

**Lee, J., Chang, E. C., Lucas, A. G., & Hirsch, J. K. (2019). Academic motivation and
psychological needs as predictors of suicide risk. *Journal of College Counseling,
22*(2), 98-109.**

Three hundred and forty-eight college students participated in the current study examining
academic motivation and basic psychological needs as predictors of suicidal risk. Regression
analyses revealed that academic motivation was a significant predictor of suicidal risk. The
prediction model significantly increased when psychological needs were included.

Longmire-Avital, B. & Robinson, R. (2018). Young, depressed, and Black: A comparative exploration of depressive symptomatology among Black and White collegiate women. *Journal of College Student Psychotherapy, 32*(1), 53-72.

Comparative study exploring the rates of depression and psychosocial correlates for 369 White and Black female college students. Results indicate that Black females reported significantly greater amounts of depressive symptomatology ($M = 24.61$) compared to White females ($M = 15.68$), (F (1,377) = 61.434, $p < .001$). Chi-square analyses indicated that Black females (52.3%) were more likely to meet criteria for major depression than White females (21.7%).

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

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

SUB-THEME 1(G): SEXUAL ASSAULT

Callender, K. A. & Klassen, S. (2020). A force to be reckoned with: College women's experiences with #MeToo movement. *Journal of College Counseling, 23*(3), 194-206.

The current study examines the experiences of six college women with the #MeToo movement and its impact on help-seeking behaviors through a phenomenological approach. The #MeToo was created for use through social medica platforms to allow space for sexual violence survivors to disclose their experiences. Interview data revealed that participants had differing reactions to the #MeToo movement and help-seeking. Overall, participants indicated a perception of the movement as positive for society.

Keefe, K. M., Sizemore, S., Hammersley, J., & Sunami, N. (2018). Recent sexual assault and suicidal behaviors in college students: The moderating role of anger. *Journal of College Counseling, 21*(2), 98-110.

The current study examined the moderating effects of anger on the association of recent sexual assault and suicidal behaviors in college students (*N*=3,078) using moderated logistic regression models. Results indicated that anger does play a significantly moderating role in the association of sexual assault with suicidal thinking, however not with self-injury or suicide attempts.

Oswalt, S. B., Wyatt, T. J., & Ochoa, Y. (2018). Sexual assault is just the tip of the iceberg: Relationship and sexual violence prevalence in college students. *Journal of College Student Psychotherapy, 32*(2), 93-109.

This secondary data analysis of 72,067 U.S. college students explores and aims to increase awareness of other types of relationship violence that may be more common than sexual assault and related policies commonly studied amongst this population. Results indicate relationship difficulties, stalking, emotional abuse, and physical abuse are more common amongst college students than sexual assault, thus indicating a need for increased awareness of these issues.

THEME 1:
COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS
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SUB-THEME 1(H): SPIRITUAL & RELIGIOUS ISSUES & DYNAMICS

Shah, N. (2019). [Review of the book *Counseling Muslims: Handbook of mental health issues and interventions,* by S. Ahmed & M. Amer]. *Journal of College Student Psychotherapy, 33*(4), 340-344.

The author highlights elements of the book *Counseling Muslims: Handbook of Mental Health Issues and Interventions* specifically applicable to work with Muslim students in college and university counseling centers. Specifically, sections on Muslim beliefs within a counseling framework, models and interventions, service settings, special populations within the Muslim community, and special issues are reviewed. Strengths and weaknesses of the handbook are also discussed.

Smith, T. B., Lyon, R. C., & O'Grady, K. (2019). Integration or separation? Addressing religious and spiritual issues in multicultural counseling: A national survey of college counselors. *Journal of College Counseling, 22*(3), 194-210.

The authors conducted a cluster analysis of an issued national survey of 216 college counselors' perceptions of integrating religious and spiritual issues in multicultural counseling and counselor education. Four patterns of commitments to multiculturalism and religiosity were discovered. Respondents indicated consideration of religious and spiritual issues favorably within the multicultural counseling framework, despite their commitments to those topics.

THEME 1:
COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS
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SUB-THEME 1(I): FAMILY OF ORIGIN ISSUES & INFLUENCES

Cavallini, A. Q., Erekson, D. M., Steinberg, R. N., Clayson, R. A., & Albright, D. D. (2018). Family history, gender, and eating and body image concerns in university students seeking counseling services. *Journal of College Student Psychotherapy, 32*(2), 110-128.

This study focuses on family history events as predictable factors of eating and body image concerns of a clinical sample of 3,129 university students seeking clinical services. This article also explores whether these events differ by gender. Results indicate that having a family member with a problem related to eating was the most consistent family history predictor. Differences in gender indicated varying family history predictors.

Ross, S. G., Bruggeman, B., Maldonado, M., & Deiling, M. (2020). Examining personal, perceived, treatment, and self-stigma in college students: The role of parent beliefs and mental health literacy. *Journal of College Student Psychotherapy, 34*(3), 183-197.

There are many factors which contribute to why students struggling with mental health concerns do not seek treatment when needed. Specifically, stigma toward psychological treatment has been found to influence college students' intent to seek treatment. This study was conducted with the intention to distinguish factors that predict treatment stigma in college students. Through examination of other forms of student-held stigma, parent-held stigma, and mental health literacy, results indicated that student-held personal, perceived, and self-stigma predicted student attitudes toward treatment. Parent-held personal stigma was found to predict self-stigma in students. Having received previous education regarding psychological disorders, individuals indicated lower levels of personal stigma and higher levels of self-stigma.

College Counseling & Psychological Services Knowledge Base
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THEME 1:
COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS
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SUB-THEME 1(J): GRIEF & BEREAVEMENT

Plocha, A. & Bacigalupe, G. (2020). How do parentally bereaved adults define resilience? It's a process. *Journal of College Counseling, 23*(3), 247-261.

The current study's methodology of grounded theory was used to explore age-salient tasks parentally bereaved emerging adults use to define resilience, which can be used to increase understanding of college students who successfully navigate adulthood after losing a parent. Four tasks emerged from interviews with participants (*N*=10) including returning to one's old self, feeling connected to and/or engaged in life, having comparatively less difficulty tolerating reminders of their deceased parent, and staying in school. These tasks are discussed in the context of popular grief discourse. Authors propose a conceptualization of resilience as a process.

THEME 2:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 2(A): OUTREACH & PREVENTION: VARIOUS INNOVATIVE
PRACTICES & PROGRAMS

Banks, B. (2020). Meet them where they are: An outreach model to address university
counseling center disparities. *Journal of College Student Psychotherapy, 34*(3), 240-
251.

Students of marginalized identities continue to be underrepresented as students treated within
university counseling centers. Stigma, access, and trust in providers may contribute to this
disparity. College and university students across the nation have implemented a call for action in
for colleges and universities to increase the number of professionals who identify as
racially/ethnic diverse. This article reviews the response of one university's students' call for
action, specifically examining the implementation of the outreach program and its associated
costs and benefits.

Banks, B. M. (2020). University mental health outreach targeting students of color. *Journal*
of College Student Psychotherapy, 34(1), 78-86.

Students of color have been found to be less likely to receive counseling services as compared to
their White counterparts. The current study examines preliminary data surrounding outreach
efforts at a particular university where a psychologist was assigned to the university's cultural
and resource offices. Two hundred and sixty-five undergraduate students of color completed a
survey regarding their experiences with the counseling center of this university and their
reactions to the new psychologist working within the cultural and resource offices. Linear
regression analyses were used to evaluate the data. Participants who utilized the cultural and
resources offices were significantly more likely to report that the presence of the psychologist
improved their perceptions toward counseling as compared to those who did not. Use of the
counseling center also significantly predicted participants' likelihood to recommend scheduling a
session with the psychologist to their peers.

Glass, G. D. (2020). College counseling center outreach – An organizing framework.
Journal of College Student Psychotherapy, 34(4), 271-286.

College and university counseling centers consider outreach to be a critical component of
counseling center efforts. However, an increase in demand for clinical services and increased
severity and acuity of presenting student concerns has created a challenge for universities to
incorporate prosperous outreach efforts into overall services. The current article introduces a
framework of four Levels of Outreach, including we are here, recognize and refer, extend
therapeutic impact to the campus community, and promote and support therapeutic campus
initiatives. Each outreach level exhibits distinct goals and functions to facilitate goal setting to

assist towards more efficient resource management and more purposeful implementation of overall outreach strategies.

Polychronis, P. D. (2019). A case for routine involvement of threat assessment and management teams with college students at risk for suicide. *Journal of College Student Psychotherapy, 33*(4), 290-298.

Universities and colleges are under consistent pressure to prevent student suicide. The current study examines how routinely using threat assessment and management teams in working with suicidal students would add value to existing suicide prevention efforts due to several advantages. Most students who die of suicide do not seek college counseling services, however, may come to the attention of campus constituents and may then be referred to a threat assessment and management team. Threat assessment and management may be useful for students who refuse to seek help as well as in assisting when students are engaged in treatment. Currently, higher education has not engaged in a standard practice of involving threat assessment and management teams with students who are risk of suicide. Discussion includes limitations to clinical approaches for suicide prevention in contrast to the advantages of threat assessment and management.

Reiff, M., Kumar, M., Bvunzawabaya, B., Madabhushi, S., Spiegel, A., Bolnick, B., & Magan, E. (2019). I CARE: Development and evaluation of a campus gatekeeper training program for mental health promotion and suicide prevention. *Journal of College Student Psychotherapy, 33*(2), 107-130.

I CARE was developed to address the need for suicide prevention on college campuses and is facilitated by counseling center clinicians to train students, staff, and faculty on how to provide support to students experiencing distress and mental health problems. This article utilizes a mixed-methods approach to assess this training program's impact. Quantitative analyses revealed increases in knowledge of prevention skills and readiness to intervene between pretraining and post-training and remained significantly higher than preworkshop for the entirety of the follow-up evaluation period. The follow-up evaluation period lasted 15 months post training. Qualitative analyses revealed the value of experiential activities and emotional processing in increasing participants' comfort and preparedness to intervene in challenging situations.

Schoen, E., Clougher, K., & Wiese, J. (2020). Developing an eating disorder peer advocate program on campus: A report on the Eating Disorder Awareness and Advocacy Program (EDAAP). *Journal of College Student Psychotherapy, 34*(3), 211-227.

The current article discusses the development and implementation of an eating disorder and bodi image peer advocate program on a college campus. Authors review empirical and conceptual literature on the use of peer educators and peer advocates in college student mental health. Description of the program's mission, history, implementation, and training components is included, as well as the benefits, challenges and limitations of facilitating this peer advocate program.

Sibley, S., Sauers, L., & Daltry, R. (2019). Humanity and resilience project: The development of a new outreach program for counseling centers at colleges and universities. *Journal of College Student Psychotherapy, 33*(1), 67-74.

Development of resiliency skills is one proactive measure believed to increase students' well-being and ability to cope with adversity. This article describes the development and implementation of the Humanity and Resilience Project at West Chester University. The goal of this project is to help promote resiliency among students by encouraging genuine social connections that include a sense of shared vulnerability and humanity.

Tsong, Y., Young, J. T., Killer, J. D., Takemoto, M. A., & Compliment, B. (2019). Suicide prevention program on a diverse college campus: Examining the effectiveness of a peer-to-peer model. *Journal of College Student Psychotherapy, 33*(2), 131-144.

This study examined the effectiveness of a suicide prevention program on a college campus. Twenty-five suicide prevention workshops were conducted and led by peer educators/trainers with 479 attendees. Significant improvements in participants' knowledge of suicide and resources were revealed by preworkshop and postworkshop assessments. Discussion includes recommendations for campus-wide suicide prevention efforts, recruitment strategies, and utilization of outreach programming in suicide prevention.

THEME 2:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 2(B): GROUP COUNSELING & PSYCHOTHERAPY: VARIOUS
INNOVATIVE PRACTICES & PROGRAMS

**Jones, M. K. & Sam, T. S. (2018). Cultural connections: An ethnocultural counseling
intervention for Black women in college. *Journal of College Counseling, 21*(1), 73-86.**

Black women face many challenges related to their multiple marginalized statuses and gender-
and race-based oppressions. The exploration of ethnocultural concerns included in counseling
interventions are beneficial to the overall well-being of Black female college students. The
current study describes a theoretically based and culturally adapted group counseling
intervention titled Cultural Connections. A case example is presented to demonstrate the
utilization of this intervention as well as recommendations for implementation in college
counseling centers.

**Mull, A. A., Cleveland, C., Robinette, R., & Dixon, L. H. (2020). Pathways: An innovation
in the delivery of college counseling services. *Journal of College Student
Psychotherapy, 34*(1), 40-58.**

Pathways is an acceptance and commitment therapy (ACT) based therapeutic skills seminar
designed to provide efficient and effective counseling services to college students. The current
study evaluates two years of data on Pathways. Significant improvements in levels of distress
and acceptance for students was found. Qualitative data indicated that students who completed
pathways had a positive experience.

**Page, N., Beecher, M. E., Griner, D., Smith, T. B., Jackson, A. P., Hobbs, K., & Kirchoefer,
J. (2019). International student support groups: Learning from experienced group
members and leaders. *Journal of College Student Psychotherapy, 33*(3), 180-198.**

This study explores the experiences of six group leaders and 10 group members who participated
in seven different university counseling center international student support groups using a
multisite qualitative design. Interview data was analyzed using hermeneutic interpretation
resulting in nine major themes and 10 subthemes. The subthemes were organized into four
sections: recruitment and group design, experiences of group members, experiences of group
leaders, and additional considerations.

**Shaikh, A. (2018). Group therapy for improving self-esteem and social functioning of
college students with ADHD. *Journal of College Student Psychotherapy, 32*(3), 220-
241.**

Examines effectiveness of interpersonal group therapy designed to improve self-esteem and social functioning in college students diagnosed with ADHD. Self-report measures of social functioning and self-esteem were completed at the start of the study, after six weeks, and at the end of 12 weeks. Half of the participants completed a 12-week interpersonal group therapy while the other half served as a control group. Results indicate that interpersonal group therapy improves self-esteem, psychosocial competence, and emotional maturity for students diagnosed with ADHD.

Sonnone, A. & Rochford, J. S. (2020). Wellness at universities: A group art therapy approach. *Journal of College Counseling, 23*(2), 168-179.

College students' mental health needs can be treated through art therapy process groups facilitated by university counseling centers (UCCs). The authors of the current article developed and discuss an art therapy group used to engage undergraduate college students in creative self-expression. Creative self-expression is intended to increase social connection and development of healthy skills to improve insight and emotional well-being.

Trepal, H., Cannon, Y., & Garcia, J. (2020). Using photovoice to promote body image resilience in college women. *Journal of College Counseling, 23*(1), 44-56.

The authors of the current study utilized photovoice methodology to examine body image resilience among female college students (*N*=14). Participants completed a two-part group series. The photovoice projects and other artifacts were analyzed using Braun and Clarke's (2006) recommendations for thematic analysis. Three themes emerged from the data analysis related to body image resilience including connection, social gender norms, and self.

THEME 2:
COUNSELING INTERVENTIONS & OUTCOMES

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

Blau, G. & DiMino, J. (2019). Impact of brief counseling on nonurgent prior- versus never-counseled samples. *Journal of College Student Psychotherapy, 33*(2), 145-162.

This article explores whether brief counseling had a differential impact on prior- versus never-counseled nonurgent university counseling center client samples. Three outcome variables were measured to include social connectedness, self-esteem, and life satisfaction. Data from one online survey was collected from each sample prior to brief counseling (median = 4 sessions) and after. The prior-counseled sample was found to be more prepared for counseling, had a lower stigma for seeking help, and had lower social connectedness and life satisfaction versus the never-counseled sample. Post brief counseling, the prior-counseled group had significantly higher social connectedness, self-esteem, and life satisfaction. Only social-connectedness increased in the never-counseled group after brief counseling was completed.

Flores, C. A. & Sheely-Moore, A. I. (2020). Relational-cultural theory-based interventions with LGBTQ college students. *Journal of College Counseling, 23*(1), 71-84.

The tenets of relational-cultural theory (RCT) are applied to LGBTQ college students in this article. A key concept of RCT is connection as the goal of mature human development and chronic disconnection as the source of human dysfunction. Included is a case study to show ways counselors can use RCT strategies when working with this population.

House, L. A. & Walton, B. (2018). The effectiveness of light therapy for college student development. *Journal of College Student Psychotherapy, 32*(1), 42-52.

This study examines the effectiveness of light therapy on college student depression among a sample of 79 students. Investigates the changes in overall depression scores, as well as sleep, appetite, pain, and concentration levels. Results indicate significant improvement in depression scores, as well as sleep and decreases in pain, concentration difficulties, and appetite issues.

Jacques, J. G. & Abel, N. R. (2020). Using the stepped care model to empower university students with learning disabilities. *Journal of College Counseling, 23*(1), 85-96.

The issue of challenges students with learning disabilities face in postsecondary education settings is explored. The authors suggest the stepped care model (SCM) as an approach to assist college students with learning disabilities develop self-advocacy skills to achieve academic success and obtain support services. A case example is presented.

Tatum, A. K. & Vera, E. (2020). An examination of perceived therapeutic bond as a mediator of psychological outcomes. *Journal of College Counseling, 23*(2), 126-141.

The current study utilized path analysis to investigate longitudinal therapy outcomes among college students ($N=423$). Results suggest that having a strong therapeutic bond was related to a decrease in symptoms of depression, social anxiety, and academic distress. Discussion includes suggestions for continued attention to developing rapport within the working therapeutic relationship.

THEME 2:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(D): PSYCHOMETRIC INTAKE TOOLS

Cashwell, C. S., Giordano, A. L., & Henson, R. A. (2018). BODIES: A short sex addiction screening tool for college students. *Journal of College Counseling, 21*(3), 265-273.

Rates of sex addiction has been found to be higher among college students than among the general population. Authors of this article developed a six-item short screening tool (BODIES) to assess for sexual addiction among college students.

Ghosh, A., Bennett, S. R., & Martin, J. K. (2018). Use of the Counseling Center Assessment of Psychological Symptoms 62 (CCAPS-62) as a repeated measure. Journal of College Student Psychotherapy, 32(2), 151-162.

This exploratory study examines the use of the CCAPS-62 as a repeated measures tool to investigate whether clients engaged in individual counseling changed in symptomology while in treatment and when these changes occurred. Reliable change indexes were calculated for each subscale of the CCAPS-62. Results indicated that all eight of the CCPAS-62 subscales demonstrated reliable changes from pre to post administrations and that these changes occurred between sessions 3 and 6 at the specific university studied.

Kalkbrenner, M. T., Sink, C. A., Schwitzer, A., Richards, T. (2019). Understanding mental health scale: Development, validation, and implications for college counselors. *Journal of College Counseling, 22*(3), 270-286.

Authors discuss the development and validation of a new questionnaire measuring college students' understanding of mental health issues, the 29-item Understanding Mental Health Scale (UMHS). Significant demographic differences are identified. A 2-factor solution with dimensions of Risk-Factor Awareness and External Support Awareness were revealed through a principal factor analysis. Results indicate sufficient validity and reliability of the UMHS.

Lund, E. M., Thomas, K. B., Nadorff, D. R., Bouchard, L. M., Galbraith, K., & Bradley, A. R. (2018). A comparative analysis of three screening methods for nonsuicidal self-injury in college students. *Journal of College Counseling, 21*(3), 224-238.

The authors of this study utilized a comparative analysis of 260 college students' responses on a dichotomous screening measure and two behavior checklists. Seventy-nine participants (30.4%) screened positive, indicating an endorsement of nonsuicidal self-injury behavior on at least one measure and 37 participants (46.8%) screened positive on the simple screen. Those who screened positive on the simple screen, reported more instances of nonsuicidal self-injury than those who

screened positive only on the checklist measures. These participants also reported significantly higher rates of psychological distress when compared with all other participant groups.

THEME 2:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(E): MINDFULNESS INTERVENTIONS

Kaufman, J. A. & Jensen, J. A. (2018). Meditative training improves undergraduate executive functioning. *Journal of College Student Psychotherapy, 32*(2), 163-179.

This article explores whether meditative training could effectively address the issue of deteriorating decision-making skills during times of stress, resulting in a narrowed perceptual set amongst college students. Results indicated that classroom-based meditative training improved executive functioning regarding stress, cognitive flexibility, and insight.

Lester, E. G. & Murrell, A. R. (2019). Mindfulness interventions for college students with ADHD: A multiple single case research design. *Journal of College Student Psychotherapy, 33*(3), 199-220.

This study examined the impact of two mindfulness interventions, mindfulness-based stress reduction and Vipassana meditation, on symptoms of attention deficit hyperactivity disorder (ADHD), psychological distress, mindfulness, and treatment satisfaction in seven college students via single subject and group analyses. A multiple single case research design (SCRD) was used, and results indicated that 57% exhibited decreases in ADHD symptoms, 72% decreased in stress, 72% increased on the trait measure of mindfulness, and treatment satisfaction was high.

Meyer, L. P. & Leppma, M. (2019). The role of mindfulness, self-compassion, and emotion regulation in eating disorder symptoms among college students. *Journal of College Counseling, 22*(3), 211-224.

There is a need for protective factors to be identified regarding eating disorders among college age individuals. The current study investigated the relationship between mindfulness, self-compassion, and emotion regulation and disordered eating of college students (*N*=100). A path analysis revealed significant direct and indirect effects.

Parcover, J., Coiro, M. J., Finglass, E., & Barr, E. (2018). Effects of a brief mindfulness based group intervention on college students. *Journal of College Student Psychotherapy, 32*(4), 312-329.

There is an increase of college students seeking mental health services at college counseling centers. This increase in need of services requires college counseling centers to investigate innovative strategies to provide effective treatment. This article focuses on the implementation of group intervention strategies' ability to serve more students with fewer clinical staff. The current study evaluates a three-session mindfulness-based intervention on students' mindfulness,

symptoms, and stress. 78 students who received the intervention reported an increase in mindfulness, and decreased symptoms of depression, anxiety, and stress at the end of the group as compared to 109 students not receiving the intervention.

THEME 2:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 2(F): SEXUAL ASSAULT AND TRAUMA:
VARIOUS INNOVATIVE PRACTICES AND PROGRAMS

Cooper, S. E. & Dranger, P. N. (2018). Building a culture of respect across genders: Eliminating sexual misconduct. *Journal of College Student Psychotherapy, 32*(2), 129-150.

This article reviews research on sexual assault prevention on campus and develops a model of prevention based on principles of affirmative consent and bystander intervention. Model is illustrated as it was developed and implemented at an institution for two decades. Effectiveness data is provided in the form of event participation rates, satisfaction measures, and learning outcomes.

Feldwisch, R. P., Whiston, S. C., & Arackal, I. J. (2020). Safe sisters: A sorority-based bystander intervention program to prevent sexual assault. *Journal of College Counseling, 23*(3), 262-275.

Safe Sisters is a sexual bystander intervention program targeting members of college sororities. The current study examines the effectiveness of this program. Results from analysis of covariance indicate significant differences between groups of treatment and waitlist control related to posttest scores for action, bystander efficacy, intent to help friends, and intent to help strangers. No significant differences were found between these two groups on posttest scores for precontemplation, contemplation, and rape myth acceptance.

Irish, A. J. (2020). Using recent traumatic episode protocol in college counseling centers. *Journal of College Counseling, 23*(2), 180-192.

Significant social, emotional, and academic consequences can result from exposure to traumatic events among college students. Authors present the use of the protocol eye-movement desensitization and reprocessing, known as Recent Traumatic Episode Protocol (Shapiro & Laub, 2008), to reduce significant psychological distress of college students who have lived through a mass casualty shooting in the United States.

Liu, S. R. & Kia-Keating, M. (2018). Improving coping self-efficacy among distressed students after exposure to university mass violence: A pilot online intervention. *Journal of College Student Psychotherapy, 32*(3), 199-219.

This pilot study investigates two online writing interventions for 39 distressed undergraduate students a year after a mass murder at their university. Students completed online narrative

writing tasks across four days to assess for coping self-efficacy and posttraumatic growth. Significant increase in coping self-efficacy was found from baseline to postintervention.

THEME 2:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 2(G): DIALECTICAL BEHAVIOR THERAPY (DBT)

Cannon, J. L. & Umstead, L. K. (2018). Applying dialectical behavior therapy to self-harm in college-age men: A case study. *Journal of College Counseling, 21*(1), 87-96.

Gender differences exist among men and women who engage in self-harm. Men typically engage in indirect forms of self-harming behaviors, such as substance abuse, unsafe sexual practices, fighting, and punching walls, as compared to more direct self-harming behaviors like cutting or burning. It has been found that counselors often overlook self-harm behaviors in men during treatment, despite college-age men being at increased risk for self-harm. The current case study exhibits the use of a modified form of dialectical behavior therapy (DBT) with a male college student in his early 20s who engaged in self-harm.

Lee, S. and Mason, M. (2019). Effectiveness of brief DBT-informed group therapy on psychological resistance: A preliminary naturalistic study. *Journal of College Student Psychotherapy, 33*(1), 25-37.

This study examined the effectiveness of a 4-week skill-based group therapy, focused on building resilience and informed by Dialectical Behavior Therapy (DBT). The group emphasizes mindfulness as a coping skill for stress, cognitive rigidity, emotional dysregulation, and interpersonal difficulties, targeting general clients at college counseling centers. Clinically significant improvement in psychological resilience and general mental health were found at the conclusion of group therapy.

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

THEME 2:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 2(H): EMOTIONAL SUPPORT ANIMALS

Daltry, R. M. (2020). Embedded therapy dog: Bringing a therapy dog into your counseling center. *Journal of College Student Psychotherapy, 34*(2), 118-124.

The current article discusses the design and implementation of a therapy dog program embedded within the counseling center at West Chester University of Pennsylvania. The program includes having a certified therapy dog present in the counseling center, waiting room, counseling appointments, and group therapy. Discussion includes the therapy dog's functionality within the counseling center and benefits of the program. Recommendations for other counseling programs aimed at developing similar programs is also included.

THEME 2:

COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 2(I): SUBSTANCE USE & RECOVERY: VARIOUS INNOVATIVE PRACTICES & PROGRAMS

Cooper, S. E. (2018). A primer on college student substance use disorders screening, assessment, and treatment planning. *Journal of College Student Psychotherapy, 32*(1), 73-89.

This article investigates the negative consequences college students experience due to the misuse of alcohol and other drugs. Covers both assessment and intervention beginning with brief and standard assessment inventories followed by a perspective on comprehensive focused counseling. Due to a lack of education, training, and exposure, many college mental health practitioners underdiagnose substance use disorders among college students. Treatment planning based on a comprehensive approach to change is discussed.

THEME 2:

COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 2(J): CAREER COUNSELING: VARIOUS INNOVATIVE PRACTICES & PROGRAMS

Jahn, S. B. (2018). Using values to examine values in college career counseling. *Journal of College Counseling, 21*(2)**, 180-192.**

The internal values of college students participating in career counseling may differ from the values they express and share with their families. This study demonstrated the use of a creative approach to examine values in a nonthreatening way. The author describes and provides support for the use of a values collage through utilization of a case example to depict application of the process. Multicultural and developmental factors and considerations are discussed.

College Counseling & Psychological Services Knowledge Base

Annotated Bibliography: College Counseling Literature, 2018-2020

THEME 3: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 3(A):
HELP-SEEKING, SERVICE UTILIZATION & ATTRITION

Branagan, W. T. & Swanbrow, M. A. (2018). Therapist directiveness and client reactance in the administration of homework in therapy with college students. *Journal of College Student Psychotherapy, 32*(3), 251-266.

This study utilized an analog design to explore the interaction between therapist directiveness and client reactance in the administration of homework. Three vignettes at three levels of therapeutic directiveness (low, medium, and high) and the Therapeutic Reactance Scale were used to portray homework administrations. 436 college student participants read the vignettes and completed the Homework Completion Scale (HCS), the Counseling Continuation Scale (CCS), and the Counselor Rating Form-Short (CRF-S) Attractiveness and Expertness subscales. Significant differences were found using a repeated measures analysis of variance between low and high reactant groups on the HCS and CCS for the High and Medium directiveness homework administrations, suggesting that therapist directiveness interacts with client reactance in the administration of homework.

Florer, K. J. & Prieto, L. (2018). College students' likelihood of "no-showing" for an intial hypothetical counseling appointment. *Journal of College Student Psychotherapy, 32*(4), 330-345.

This study examined college students' likelihood of "no-showing" for a hypothetical initial counseling appointment through utilization of a vignette methodology. It was found that participants displaying a low level of distress were less likely to attend their appointment than those displaying a condition of a high level of stress. Furthermore, knowledge that the therapist would be male and the unknown of what counseling would entail strongly influenced participants' decisions to attend initial appointments.

Johnson, B. T., Grau, P. P., & Saunders, S. M. (2020). Psychiatric medications and stigmatizing attitudes in college students. *Journal of College Student Psychotherapy, 34*(4), 287-301.

The current study examines whether college students' attitudes toward a hypothetical peer with mental illness are affected by the peer having been described within a presented case vignette as benefitting from medication. Existing biological explanations of mental illness include the promotion of the effectiveness of medication, thus leading to greater attributions of responsibility and potentially greater stigmatizing emotional and behavioral reactions. Results from a stigma questionnaire completed by 496 undergraduate students attending a Midwestern university

enrolled in a general psychology course suggest that attributions of responsibility were positively associated with negative emotional reactions and with stigmatizing behavioral dispositions. Respondents indicated stigmatizing attitudes dependent upon the mental illness presented in the vignette.
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Kivlighan, D. M., Jung, A., Berkowitz, A. B., Hammer, J. H., & Collins, N. M. (2019). 'To show or no-show?' Therapist racial-ethnic disparities in clients' nonattendance in therapy. *Journal of College Student Psychotherapy, 33*(1), 1-13.

Due to the significant threat that clients' nonattendance in therapy poses to the effective delivery of mental health services, this study identifies therapist effects in client nonattendance rates and examines-between therapist disparities in racial/ethnic minority (REM) and White clients' nonattendance patterns. Data consists of 275 REM and 341 White clients seen by 21 therapists at a large university counseling center. Results indicated that therapists accounted for 14% of the variability in clients' nonattendance and suggest that therapists are a significant source of racial/ethnic disparities in nonattendance.

Levin, M. E., Stocke, K., Pierce, B., & Levin, C. (2018). Do college students use online self-help? A survey of intentions and use of mental health resources. *Journal of College Student Psychotherapy, 32*(3), 181-198.

This study utilizes an online survey administered to 389 college students to examine intentions and use of online mental health resources as compared to other support options. Results indicated the highest use and intentions of informal support, such as parents and friends for mental health issues and the lowest for online self-help, however a subset of students showed a preference for online self-help over other forms of support. Participants were found to be more likely to request online self-help resources (21%) than in-person therapy resources (9%) when given the option. Potential barriers are highlighted for the use of mobile applications, such as stigma, privacy, and credibility.

THEME 3: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 3(B): MANAGING STUDENT DEMAND FOR SERVICES

Gale, M., Franco, M., Reese, E., Hutman, H., & Wang, Y. (2020). Sociocultural factors and referral outcome: An exploratory investigation. *Journal of College Student Psychotherapy, 34*(3), 198-210.

Authors explore the potential for certain demographic groups to be more successful in receiving community provider referrals in response to an increase in service needs at university counseling centers. Specifically, it is hypothesized that White, female, sexual minority, and older identifying students would be more likely to have a successful referral outcome. Data was collected from clients' self-reported demographic information from a Mid-Atlantic university counseling center. Differences in referral age was tested through a logistic regression analysis and emerged alone as significant. Older students were found to be more likely than younger students to be successfully referred to a community provider.

Nobleza, D., Hagenbaugh, J,, Blue, S., Stepchin, A., Vergare, M., & Pohl, C. A. (2019). The use of telehealth by medical and other health professional students at a college counseling center. *Journal of College Student Psychotherapy, 33*(4), 275-289.

This study examined the telehealth experience of 67 health professional students in a college counseling center who utilized at least one telehealth visit between 2015 and 2017. Despite evidence of positive outcomes, most college counseling centers do not utilize telehealth. A 30-item survey was administered to assess the telehealth experience across four domains: access, satisfaction, therapeutic alliance, and effectiveness. Of 67 students, 36 students responded. Most reported that telehealth was convenient (94.4%), timesaving (94.4%), and helped them to feel better (83.3%). Fifty-five and a half percent used telehealth because of distance and 81% reported telehealth as being good, nearly as good, or no different than meeting in person. Results indicate that telehealth is a significantly viable option for college counseling centers.

Oakley, D. R. (2020). Editorial. *Journal of College Student Psychotherapy, 34*(2), 87-88.

The current editorial is written by the first female-identified editor for the Journal of College Student Psychotherapy (JCSP), Danielle Oakley. It discusses the continual growth of this journal and the impact it has had on college and university students' wellbeing, as well as the wellbeing of those who attend to the mental health needs of students.

THEME 3: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 3(C): TRAINING & SUPERVISION

Fish, M., Russoniello, C., & Clemmons-James, D. M. (2018). The use of biofeedback in college counseling. *Journal of College Counseling, 21*(3), 274-288.

Four specific biofeedback modalities were explored and presented by the authors of this study as part of a biofeedback training model which can be integrated into the clinical setting by college counselors. The modalities include electromyography, electrodermal activity, thermal, and neurofeedback. Information about how college counselors can become board certified in biofeedback and neurofeedback is provided.

Giordano, A. L. & Cashwell, C. S. (2018). An examination of college counselors' work with student sex addiction: Training, screening, and referrals. *Journal of College Counseling, 21*(1), 43-57.

There is a prevalence of sex addiction among college aged individuals. The current study examined college counselors' training in sex addiction, use of formal assessments, and referrals to support groups. Seventy-seven counselors providing services to college students participated in an online survey designed to collect descriptive data regarding sex addiction. Results indicated that 84.4% of college counselors had at least one client present with sex addiction-related issues within the past year when this study was conducted. Discussion includes suggestions for improvement in college counselor training in sex addiction, use of formal assessments, and referral practices.

Lannin, D. G., Guyll, M., Cornish, M. A., Vogel, D. L., & Madon, S. (2019). The importance of counseling self-efficacy: Physiologic stress in student helpers. *Journal of College Student Psychotherapy, 33*(1), 14-24.

The current study examines whether high counseling self-efficacy was linked with less physiological stress for student helpers confronted with challenging helping situations. 225 students completed a counseling self-efficacy measure before providing supportive help, during which participants' blood pressure and heart rate were elevated. Diastolic blood pressure decreased for participants with high self-efficacy between the time participants learned abut their upcoming roles as student helpers and began experiencing session-management problems, however not for those with low self-efficacy. Results suggest that capable student helpers may be identified and developed through the utilization of counseling self-efficacy measures from mental health agencies.

THEME 3: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 3(D): COLLEGE COUNSELING ORGANIZATIONAL STRUCTURE

Brunner, J., Wallace, D., Keyes, L. N., & Polychronis, P. D. (2018). Comment on models of a counseling center and the importance of context. *Journal of College student psychotherapy, 32*(1), 4-9.

Authors comment on previously published article, "The Comprehensive Counseling Center Model," (2017). Emphasizes that counseling centers need to accommodate demands of host campuses. However, it is noted that not all demands are of equal merit and legitimacy. Each campus must cope with local manifestations of national-level problems that affect college counseling work.

Mitchell, S. L., Oakley, D. R., & Dunkle, J. H. (2019). White paper: A multidimensional understanding of effective university and college counseling center organizational structures. *Journal of College Student Psychotherapy, 33*(2), 89-106.

The Association for University and College Counseling Center Directors (AUCCD) is an international organization comprising universities and colleges whose members are the higher education leaders for student mental health. This article provides a historical background on counseling and mental health services on college campuses. It also discusses current research which states there is no single organizational structure that is optimal and makes recommendations about factors to consider when making decisions about college counseling centers that are based on specific campus needs and resources. Advocacy for a collaborative care model regardless of organizational structure is presented.

Shefet, O. M. (2018). Ultra-brief, immediate, and resurgent: A college counseling paradigm realignment. *Journal of College Student Psychotherapy, 32*(4), 291-311.

This article focuses on the surging demand of college counseling center services unmatched by an equivalent growth in resources. Discussion includes the possible solution of adopting a service paradigm founded on ultra-brief therapies, episodic treatments, and the walk-in model of mental health delivery.

THEME 3: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 3(E): SERVICE DELIVERY & RECORD KEEPING PRACTICES

Bird, M. D., Chow, G. M., Meir, G., & Freeman, J. (2019). The influence of stigma on college students' attitudes toward online video counseling and face-to-face counseling. *Journal of College Counseling, 22*(3), 256-269.

Authors of this study examined the difference in attitudes toward online video counseling and face-to-face counseling, as well as the relationship between stigma and these attitudes. The sample was comprised of 588 college students. Attitudes regarding face-to-face counseling were found to be more positive compared with those toward online video counseling. Self-stigma was found to not influence attitudes toward online video counseling as extensively as face-to-face counseling. Results suggest online video counseling may be beneficial for those experiencing increased levels of stigma.

Magruder, J. A., Adams, B. S., Pohto, P., & Smith, T. L. (2018). Clinicians' experiences of transition to electronic health records. *Journal of College Counseling, 21*(3), 210-223.

College counseling centers are utilizing electronic health records at an increased rate. A grounded theory methodology was used to explore the experiences of clinicians (*N*=5) who had recently transitioned from paper files to an electronic health record system. Three main concepts emerged from the interview data including change, clinician-perceived control, and efficiency of the system. Discussion includes implications for clinicians, as well as suggestions to assist with the transition to an electronic health record system.

Polychronis, P. D. (2020). Integrated care, shared electronic records, and the psychology profession: A cautionary tale for counseling centers. *Journal of College Student Psychotherapy, 34*(1), 1-23.

There are many disregarded implications for clients and the field of professional psychology resulting from the use of electronic records in outpatient integrated care settings. College campuses may be impacted by this due to initiatives for them to engage in some form of integrated care. Unintended consequences are rooted in the healthcare environment's push to have all psychological information of clients completely shared in electronic records, making it available to all medical providers. Damage to therapeutic relationships, threats to client confidentiality, and issues establishing informed consent are examples of negative consequences found to result from shared records for clients and psychologists. Alternatives for implementing systems which meet the needs of both clients and medical practices are discussed.

THEME 3: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 3(F): PROFESSIONAL STAFF

Gomez, J., White, B., Zakrizki, A., & Spoltore, J. D. (2020). A 3-year perspective on the impact of a multicultural counseling specialist. *Journal of College Student Psychotherapy, 34*(4), 253-270.

In response to local and national student-led demands, a university hired a Multicultural Counseling Specialist (MCS) at their student counseling center. The article highlights the implementation of the MCS position and a preliminary assessment of its impact. Results indicated an increase in utilization of services by underrepresented students after the MCS was hired. Black students reported an increase in counselor quality and Students of Color were more likely to reference issues related to cultural competence when compared to White students.

Rosenbaum, P. & Weatherford, R. (2019). The generalist practitioner in counseling center. *Journal of College Student Psychotherapy, 33*(3), 177-179.

Co-editor, Ryan Weatherford, argues in this editorial that the demand for specialization among practitioners in a counseling center is not only impractical, but also represents an increasing problem for the portrayal and practice of college counseling. Specifically, the author discusses how the turn towards specialists indicates a rejection towards generalist practitioners who are often fully capable of addressing comparable issues. The article focuses on how the generalist within college counseling is the specialist in this field (working with college students) and has the ability to address the wide range of issues facing college students.

Weatherford, R. & Rosenbaum, P. (2018). Reflections on becoming a new assistant director. *Journal of College Student Psychotherapy, 32*(1), 1-3.

This editorial intends to provide useful information relevant to those experiencing the transition from staff counselor/psychologist to assistant director of college counseling centers.

THEME 3: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 3(G): CURRENT COLLEGE STUDENT MENTAL HEALTH PRESSURES: COUNSELING CENTER ROLE, MISSION, SERVICES & IDENTITY

Polychronis, P. D. (2018). Unrealistic expectations for suicide prevention: Implications for counseling centers. *Journal of College Student Psychotherapy, 32*(4), 282-290.

This article examines the high expectations put on clinicians from the treatment community to prevent student suicide. Expectations that suicide can be prevented 100% of the time conflict with the actual capabilities of treatment providers. Treatment communities are urged to adopt more reasonable expectations internally and to promote them outwardly among stakeholders.

Schnyders, C. M. & Lane, J. A. (2018). Gender, parent and peer relationships, and identification with emerging adulthood among college students. *Journal of College Counseling, 21*(3), 239-251.

This study aimed to explore how parent and peer relationship closeness predicted identification with emerging adulthood in undergraduates between the ages of 18 and 20 (*N*=774). Identification was predicted by parent and peer closeness with various emerging adulthood dimensions. Gender differences were found and are discussed, as well as implications for college counselors working with emerging adult college students.

THEME 3: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 3(H): COLLEGE STUDENT PATHOLOGY TRENDS OVER TIME

Rosenbaum, P. & Weatherford, R. D. (2018). Interpreting distress and expanding our introductions. *Journal of College Student Psychotherapy, 32*(2), 91-92.

This editorial suggests that certain introductions to articles and papers within journals regarding college students may be implying that college students are sicker than previous generations. This information is not backed up any CCMH data. It is possible that these introductions are intended to call attention to the increased demand for service and perhaps greater awareness of mental health issues. However, the use of these introductions may be currently at risk of simplifying, misinterpreting, or overlooking important messages and data related to college student mental health.

Rosenbaum, P. & Weatherford, R. (2019). The context of suffering in violent times. *Journal of College Student Psychotherapy, 33*(4), 273-274.

This editorial examines the suffering of college students in increasingly violent times. The authors discuss the view of student suffering as being pathologized as something wrong with them, when in fact their symptoms are argued to be appropriate reactions to a dangerous world of racism, sexism, discrimination, and violence. As counselors, it is imperative to validate students' experiences of mental health symptoms following national crises and tragedies through curiosity, respect, and compassion.

THEME 3: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 3(I): PROFESSIONAL ASSOCIATIONS & KNOWLEDGE BASE

Bishop, J. B. (2020). Campus counseling centers: The time has come to talk of a new thing. *Journal of College Student Psychotherapy, 34*(2), 168-172.

University counseling centers' funding, administration, leadership, and structure is potentially influenced upon how well national professional organizations can best represent their interests. Existing professional organizations are fragmented, making the influence they have on university counseling centers problematic. Currently, there is no single professional organization that definitively represents and advocates for university counseling centers. The need for advocacy, media support, full-time staffing, and a broader professional community for college and university counseling centers is discussed.

Grayson, P. & Pollard, J. (2018). Leighton Whitaker: An appreciation. *Journal of College Student Psychotherapy, 32*(4), 267-269.

This editorial is a dedication to Leighton Whitaker, who was the founder and editor for 25 years of the *Journal of College Student Psychotherapy.* Whitaker died on May 10, 2018. This editorial highlights his career and educational background regarding psychotherapy.

THEME 3: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 3(J): CLINICAL DECISION MAKING

Kirsch, D. J., Doerfler, L. A., & Domakonda, M. (2019). Chart review study of prescription of antipsychotic medication in college students referred for psychopharmacologic evaluation. *Journal of College Student Psychotherapy, 33*(3), 221-236.

The current study utilized detailed chart review for a sample of college students referred to a psychiatrist for pharmacologic evaluation to obtain information about clinical decisions to prescribe antipsychotic medication. 540 students from six colleges and universities were referred to an off-campus consulting psychiatrist. Forty of these students had been prescribed antipsychotic medication during treatment. 33% of students who had been prescribed an atypical antipsychotic had a diagnosis consistent with FDA-approved use. Another 33% of students who had been prescribed an atypical antipsychotic had diagnoses, such as eating or anxiety disorders, which have little empirical evidence that these medications are effective. 33% of the sample were found to have an uncertain combination of symptoms making it difficult to diagnose. These findings are consistent with other research showing that atypical antipsychotics are often overprescribed for young people despite limited evidence for their effectiveness.

THEME 3: PROFESSIONAL ISSUES & TRENDS

**SUB-THEME 3(K): BEHAVIORAL DISTURBANCES, THREAT ASSESSMENT &
DISABILITY LAW**

**Pollard, J. W., Disabato, D. J., Polychronis, P. D., & Scalora, M. J. (2020). Counseling
center clinicians experience providing assessments of risk to self versus risk to
others.** *Journal of College Student Psychotherapy, 34*(2), 125-137.

The current article explores the experiences and training of counseling center clinicians in higher
education in conducting risk assessments of dangerousness-to-others as part of collecting
information for threat assessment and management regarding a person of concern. Survey data
results indicated clinicians had significantly less training in assessing dangerousness-to-others as
compared to assessing dangerousness-to-self. Discussion proposes the question of whether
counseling center mental health clinicians are appropriate conductors of these assessments.

THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 4(A): GENDER & ETHNICITY

Avent Harris, J. & Wong, C. D. (2018). African American college students, the Black church, and counseling. *Journal of College Counseling, 21*(1), 15-21.

Authors of this phenomenological study conducted a focus group interview to explore the experiences of Black college students. Black students have been found to be less likely to seek help from college counseling services, despite facing numerous challenges throughout. Often Black students seek support from religious and spiritual sources. Participants of this study (*N*=12) were found to value the Black Church as an elemental aspect of their lives, as well as an influential condition on their perceptions of counseling and willingness to seek college counseling services.

Gibbons, M. M. & Farrell, I. C. (2019). Using narrative therapy to assist college-age Latino immigrants. *Journal of College Counseling, 22*(1), 83-96.

Latino immigrants may experience mental health issues related to their immigration and acculturation experiences. The current article presents narrative therapy as an appropriate treatment modality for college-age Latino students needing counseling support.

McGregor, C. C., Kaminski, P. L., & McFarland, M. B. (2020). Feeling fat and depressed? Dimensions of self-concept that affect men. *Journal of College Counseling, 23*(2), 142-153.

Self-concept (SC) is defined as an individual's self-perception of his or her attributes, deficiencies, relationships, and values (Sanchez & Roda, 2007). The authors conducted hierarchical regression analyses from data of college men (*N*=239). Results indicate that feeling positive about relationships protects college age men who feel overweight from experiencing symptoms of depression at similar levels of their analogous body-dissatisfied peers who do not report positive family or social SC.

Menendez, J., Franco, M., Davari, J., Gnilka, P. B., & Ashby, J. S. (2020). Barriers and facilitators to Latinx college students seeking counseling. *Journal of College Student Psychotherapy, 34*(4), 302-315.

Possible negative and positive predictors of Latinx college students engaging in mental health services. Surveys were completed by 145 Latinx students aimed at assessing the rankings of perceived barriers to engaging in mental health treatment. A model was created to examine these barriers and facilitators of mental health service utilization, such as trauma and depressive symptoms, as predictors of having sought mental health services. Results indicated that cultural

beliefs regarding mental health was the most significant perceived barrier to engagement in services, however perceived barriers did not predict actual history of engagement in therapy. Experience of a traumatic event was found to be a significant predictor of actual history of engagement in mental health services.

Schmidt, C. K., Raque-Bogdan, T. L., & Hollern, E. A. (2019). Self-compassion, affect, and body image in college women. *Journal of College Counseling, 22*(2), 152-163.

This study examined the relationships between self-compassion, positive affect, negative affect, and variables of positive body image among college women (*N*=152). Regression analyses were conducted and revealed that self-compassion accounted for 39% of the variance in body appreciation and body image quality of life, while affect accounted for 30% of this variance. Through meditational analyses, it was found that positive affect mediated the relationships between self-compassion and both indicators of body image.

Storlie, C. A., Hilton, T. L., Duenyas, D., Archer, R., & Glavin, K. (2018). Career narratives of African American female college students: Insights for college counselors. *Journal of College Counseling, 21*(1), 29-42.

The current study utilized the constant comparison method of narrative data from African American female college students (*N*=11) at a predominately White institution. The authors collected data using the Career Construction Interview, the Future Career Autobiography, and a qualitative career experiences questionnaire. Four overarching themes were found based on the experiences of participants, including uncertain but hopeful, resilience through adversity, essential family support and influence, and opportunity in an individual journey.

Watson, J. C. & Hernandez, E. (2020). Predictors of depressive symptomatology among Hispanic first-year college students. *Journal of College Counseling, 23*(2), 113-127.

Perceptions of self-esteem, coping self-efficacy, and emotional intelligence were investigated to determine if these variables could significantly predict depressive symptomatology among 146 Hispanic first-year college students. Fifty-three men and 93 women comprised the sample. A multiple linear regression analysis was conducted. Analyses revealed that self-esteem, coping self-efficacy, and emotional intelligence accounted for 43.3% of the variance in students' reporting of depressive symptoms through completion of the Patient Health Questionnaire-9 (Spitzer et al., 1999).

West, M. T. & Maffini, C. S. (2019). "What are you?" Conceptualizing the complexities of bicultural and biracial college student experiences. *Journal of College Counseling, 22*(2), 164-178.

The authors of this article respond to the increasing rate of students from diverse cultural backgrounds by presenting culturally responsive suggestions in facilitating conceptualization and counseling with biracial and bicultural college students. Suggestions regarding the integration of cognitions, behaviors, emotions, and relationships associated with culture and cultural identity of both culture of origin and mainstream U.S. culture is also included.

THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 4(B): INTERNATIONAL CAMPUSES

Choy, Y. & Alon, Z. (2019). The comprehensive mental health treatment of Chinese international students: A case report. *Journal of College Student Psychotherapy, 33*(1), 47-66.

This article explores a case report of a 19-year-old, first-year, female undergraduate student from China. There is currently a limited amount of information and literature on case conceptualization and treatment models for Chinese international students in university counseling settings. This article intends to provide information on a comprehensive approach for the mental health treatment of Chinese international students. Interventions included a multidisciplinary team approach with a student-centered perspective and advocacy on an individual and organizational level based on the understanding of the interaction between the student and her environment from a multicultural and ecological vantage point. Suggested guidelines for the treatment of Chinese international students is included.

Kim, N., Oh, S., & Mumbauer, J. (2019). Supporting international students: Enhancing college counselors' multicultural counseling competence. *Journal of College Counseling, 22*(2), 179-192.

There is a gap between the reported difficulties and distress international students experience and their help-seeking behaviors. Authors of the current article identify specific challenges international students face in seeking professional help and introduce guidelines for effectively supporting this population of students by increasing college counselors' multicultural counseling competencies.

Matic, D. & Russell, G. M. (2020). How do I go back? Psychotherapy with international students who face stigma upon their return home. *Journal of College Student Psychotherapy, 34*(2), 138-156.

Authors of this article utilize a counseling framework with three constructs: stigma, bicultural knowledge, and stress inoculation to illustrate how these principles may be used in psychotherapy when working with international students who are preparing for re-entry to their heritage countries. Case descriptions of three students aggregated from several client descriptions represent the social statuses of physical ability, gender roles, and sexual orientation. These social statuses are treated very differently in the students' heritage and host countries of which they are preparing for re-entry. This article presents a framework which may best benefit this population that is applicable and accessible to therapists of all theoretical orientations.

Naidoo, P. & Cartwright, D. J. (2018). Reflections on the history of South African student counseling services: Achievements, challenges, and a way forward. *Journal of College Student Psychotherapy, 32*(1), 23-41.

Reviews the sociohistorical development and evolution of student counseling services in South African institutions of higher learning. This article considers the progress made thus far, while considering current status and position of the service in South African higher education, the evolving roles of student counselors, and their relationship with institutional stakeholders and the broader South African community.

Philip, S., Neuer Colburn, A. A., Underwood, L., & Bayne, H. (2019). The impact of religion/spirituality on acculturative stress among international students. *Journal of College Counseling, 22*(1), 27-40.

This phenomenological study aimed to explore the experiences of international students utilizing religion/spirituality to cope with acculturative stress. Participants included 12 students from diverse religious/spiritual traditions. Interview data suggested that religion/spirituality constitutes a central role in increasing psychological, cognitive, and social functioning of students. It was also found to impact academic performance. Discussion includes implications for student affairs personnel, counselors, counselor educators, and supervisors.

THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 4(C): GRADUATE STUDENTS

Bruns, K. L. & Letcher, A. (2018). Protective factors as predictors of suicide risk among graduate students. *Journal of College Counseling, 21*(2), 111-124.

This study examined protective factors as predictors of suicide risk among graduate students (*N*=386). The authors utilized binary logistic regression to assign participants to risk classifications groups (i.e., nonrisk group or suicide risk group). Three hundred and four participants (78.8%) met criterion for the nonrisk group and 82 (21.2.%) met the criterion for the suicide risk group. Emotional stability was found to be the most significant predictor for placement into each group.

Shortway, K. M., DeStefano, M., Aggarwal, A., Hammond, J., & Mistry, N. (2020). Doctoral interns' perceptions of preparedness to work with victims and survivors of sexual assault at university counseling centers. *Journal of College Student Psychotherapy, 34*(3), 228-239.

This study evaluates the training and educational experiences during their graduate programs related to providing treatment to sexual assault victims of 49 doctoral interns at a university counseling center. Survey results indicated that 96% of the sampled interns had expected to work with a recent victim, 82% had already worked with a victim, and 22% perceived themselves as fully prepared to provide such services. Discussion includes implications and recommendations for universities utilizing doctoral interns as treatment providers of sexual assault victims within counseling centers.

Siegel, J. T. & Keeler, A. (2020). Storm, stress, silence: A focus group examination of mental health culture and challenges among graduate students currently or previously experiencing depression. *Journal of College Counseling, 23*(3), 207-220.

The current study utilized thematic analysis to examine depression, help-seeking, and academic struggles among graduate students (*N*=21) who self-reported currently or previously experiencing depression. Focus groups discussing mental health, help-seeking, and campus mental health culture were conducted. Results indicated that some participants reported feeling comfortable discussing depression with friends, however participants noted minimal institutional openness about mental health, being expected to be mentally and physically exhausted, and fear of stigmatization.

THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 4(D): ACADEMIC MAJORS & DISCIPLINES

Flynn, A. M., Li, Y., & Sanchez, B. (2019). The mental health status of law students: Implications for college counselors. *Journal of College Counseling, 22*(1), 2-12.

This study described law students' psychological symptoms, assessed the role of law school stress in student symptomatology, and suggested ways college counselors can assist this population. Of participants (*N*=316), the majority exhibited depressive symptoms and psychological distress. Almost half of participants showed symptoms of anxiety. Law school stressors, such as workload, peers, and low instrumental support most impacted students and significantly predicted students' symptoms.

Karaffa, K. M., Bradtke, J. A., & Hancock, T. S. (2020). Embedded student counseling services: Insights from veterinary mental health practitioners. *Journal of College Counseling, 23*(3), 276-288.

Limited literature exists regarding the challenges and practices related to the development and sustenance of embedded university counseling services. The aim of this article is to discuss the application of embedded models to address the mental health needs of veterinary medicine college students. Discussion includes consideration of implications for establishing embedded counseling services for other student populations.

THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 4(E): STUDENT ATHLETES

Bird, M. D., Chow, G. M., & Cooper, B. T. (2020). Student-athletes' mental health help-seeking experiences: A mixed methodological approach. *Journal of College Student Psychotherapy, 34*(1), 59-77.

A convergent mixed-methodological design was used to investigate six National Collegiate Athletic Association Division I student-athletes' experiences of seeking help for a mental health concern. The current study used the Health Belief Model (HBM) as a conceptual framework. Qualitative data was gathered to obtain an in-depth understanding of help-seeking. Quantitative data was collected to acknowledge the most prominent factors of the HBM. Results from qualitative data identified several themes related to each factor of the HBM, such as perceived seriousness, perceived susceptibility, perceived benefits, perceived barriers, self-efficacy, and cues to action. Quantitative data suggested that benefits of seeking help and self-efficacy to seek treatment are important factors of help-seeking.

Hilliard, R. C., Redmond, L. A., & Watson, J. C. (2019). Differences in stigma and attitudes toward counseling between college student-athletes and nonathletes. *Journal of College Student Psychotherapy, 33*(4), 332-339.

This article explores the differences in stigma and attitudes toward counseling between a sample of student-athletes and nonathletes while controlling for gender and previous treatment history using a multivariate analysis of covariance (MANCOVA). No significant differences between groups were found on stigma or attitudes. This differs from previous research indicating an inconsistency of differences found between these groups when gender and previous treatment history were not controlled for. Discussion regarding implications for future outreach and intervention with student-athlete populations is included.

THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 4(F): GLBTQ

Bardhoshi, G., Grieve, K., Swanston, J., Suing, M., & Booth, J. (2018). Illuminating the on-campus experience of LGBTQ students through photovoice. *Journal of College Counseling, 21*(3), 194-209.

Photovoice is a community-based participatory research methodology that uses photography. The authors examined the on-campus experiences of LGBTQ college students (N=8) by transcribing and analyzing six photovoice sessions to contextualize themes. Overarching themes included feeling categorized and practicing self-censorship, reflecting negative experiences on campus. Students did identify safe zones and advocacy as themes also related to their on-campus experiences.

Snow, K. C. (2018). Experiences of lesbian, gay, bisexual, transgender, and questioning or queer students at evangelical Christian colleges as described in personal blogs. *Journal of College Counseling, 21*(1), 58-72.

This study utilized a qualitative content analysis within a phenomenological tradition to examine the experiences of LGBTQ students at evangelical Christian colleges. The author investigated 22 blog posts by LGBTQ students attending evangelical Christian colleges and found that these students want to be recognized as both members of the LGBTQ community and evangelical Christian by their colleges.

THEME 4:
SPECIALIZED CAMPUS POPULATIONS

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

Riggs, S. A., Carver, K. S., Romero, D., Morissette, S. B., Wilson, J., Campbell, R., & McGuffin, A. (2019). Attachment, communication, and relationship functioning among college student veterans and nonveterans. *Journal of College Counseling, 22*(2), 110-124.

This study analyzed relationship functioning of college student veterans and nonveterans. The aim was to examine how veteran status and attachment style directly and indirectly predict relationship functioning. It was found that student veterans were more often dismissing in their attachment style, however less often preoccupied than nonveteran students. Veteran status served as a moderator between attachment style and dyadic consensus and the contributions of attachment and communication processes to relationship adjustment differed between the two groups.

THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 4(H): FIRST GENERATION COLLEGE STUDENTS

House, L. A., Neal, C. & Kolb, J. (2020). Supporting the mental health needs of first-generation college students. *Journal of College Student Psychotherapy, 34*(2), 157-167.

First-generation college students (FGCS) face unique challenges and stressors when compared to non-first-generation students (NFGCS). A combination of factors, including a lack of academic preparation, lack of support from family and friends, and different cultural transitions, may put them at increased risk for mental health problems, lower retention rates, and lower graduation rates. This article assesses the existence of differences in mental health variables, social support, academics, and financial distress between FGCS and NFGCS pursuing counseling services at a university. Results indicated FGCS reported significantly more academic distress, work hours, and financial distress than NFGCS. No significant differences in mental health variables, perceived social and family support, or academic success was found.

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

THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 4(I): STUDENTS WITH CHRONIC ILLNESSES

Davis, E. S. & Paro, C. (2020). College counselors' perceptions of working with first-year students with chronic illnesses. *Journal of College Counseling, 23*(1), 15-29.

Limited research exists on college students with chronic illnesses (i.e., asthma, diabetes, and cancer). The current qualitative study explored the perceptions of college counselors working with first-year students with chronic illnesses. Four themes, including counseling preparation, interactions, counseling interventions, and needs of students emerged.

THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 4(J): OLDER/NONTRADITIONAL STUDENTS

Moore, E. A., Winterrowd, E., Petrouske, A., Priniski, S. J., & Achter, J. (2020).
Nontraditional and struggling: Academic and financial distress among older student
clients. *Journal of College Counseling, 23*(3), 221-223.

The current study examined the understudied mental health needs of 630 nontraditional students, ages 25 and older, who sought college counseling services at a state university. Compared with traditional-age students (*n*=3,869), nontraditional student clients were found to be more demographically diverse, exhibited differing concerns and challenges, and had an increased likelihood of reporting financial stress, which was found to mediate relationships between nontraditional student status and academic dysfunction.

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