

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

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**COLLEGE STUDENT DEVELOPMENT  
LITERATURE**

**PHASE 4: 2018-2020**



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

<u>Contents</u>	<u>Pages</u>
• <b>Annotated Bibliography: College Student Development Literature, 2018-2020</b>	
○ <b>Theme 1: Specialized Campus Populations</b>	
▪ <b>Sub-theme 1A: GLBTQ</b>	<b>4-5</b>
▪ <b>Sub-theme 1B: Ethnicity</b>	<b>6-7</b>
▪ <b>Sub-theme 1C: Students with Disabilities</b>	<b>8</b>
▪ <b>Sub-theme 1D: International Students &amp; Internaitonal Campuses</b>	<b>9</b>
▪ <b>Sub-theme 1E: First-Year Students</b>	<b>10</b>
▪ <b>Sub-theme 1F: Military &amp; Veteran Students</b>	<b>11</b>
▪ <b>Sub-theme 1G: First Generation College Students</b>	<b>12</b>
○ <b>Theme 2: College Adjustment &amp; Academic Success</b>	<b>13-14</b>
○ <b>Theme 3: Wellness &amp; Psychological Adjustment</b>	<b>15-16</b>
○ <b>Theme 4: Substance Use</b>	<b>17-18</b>
○ <b>Theme 5: College Student Counseling &amp; Mental Health Needs &amp; Presenting Concerns</b>	<b>19-20</b>
○ <b>Theme 6: Mental Health Programming on Campus</b>	<b>21</b>
○ <b>Theme 7: Sense of Belonging &amp; Community</b>	<b>22-23</b>
○ <b>Theme 8: Social Justice &amp; Advocacy in Higher Education</b>	<b>24</b>
○ <b>Theme 9: College Student Identity Development</b>	<b>25</b>
○ <b>Theme 10: College Faculty Mental Health</b>	<b>26</b>

- **Theme 11: Dating & Relationship Violence** 27
  
- **References: College Student Development Literature, 2018-2020** 28-34



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

**THEME 1: SPECIALIZED CAMPUS POPULATIONS**

**SUB-THEME 1A: GLBTQ**

**Duran, A. (2019). A Photovoice Phenomenological Study Exploring Campus Belonging for Queer Students of Color. *Journal of Student Affairs Research and Practice*, 56(2), 153-167.**

This study, using a phenomenological approach, explored what comprises “belonging” for queer students of color at a predominantly white institution. Students identified several metrics that define their belongingness: validation of multiple identities, connection with peers who have similar interests, and finding their belonging in smaller groups rather than the entire campus.

**Duran, A., & Jones, S.R. (2020). Complicating Identity Exploration: An Intersectional Grounded Theory Centering Queer Students of Color at Historically White Institutions. *Journal of College Student Development* 61(3), 281-298.**

Queer students of color were the focus of this study, using intersectionality as the framework by which to explore how students in these groups make meaning of their identities in college. Constructivist grounded theory was used to better understand the process of identity exploration of 20 queer collegians of color at historically white institutions. Students reported that systems of power influenced their meaning making and identity exploration, and that identity exploration helped students make meaning outside of power and oppression influences.

**Goldberg, A.E., Kuvalanka, K.A., & Black, K. (2019). Trans Students Who Leave College: An Exploratory Study of Their Experiences of Gender Minority Stress. *Journal of College Student Development* 60(4), 381-400.**

In this study, 14 trans students who had, in some way, left their university – either through dropping out, leaving, or transferring – were engaged to understand their complex reasons for leaving college. These reasons included unwelcoming or insensitive gender climates, and a lack of support. Adding to these university stressors were familial and social stressors.

**Hughes, B. E. (2018). Resilience of Grassroots Leaders Involved in LGBT Issues at a Catholic University. *Journal of Student Affairs Research & Practice*, 55(2), 123–136.**

This study, using a case study model, aims to understand sources of resilience among grassroots leaders and faculty/staff at a Jesuit Catholic university as they navigate the LGBT campus climate. 31 individuals were interviewed to better understand the role of self-authorship in healing tensions between teachings of the church and issues of concern to the LGBT community.

The study also addressed self-efficacy, reliance on support networks, and developing a sense of balance.

**Jourian, T., & McCloud, L. (2020). “I Don’t Know Where I Stand”: Black Trans Masculine Students’ Re/De/Constructions of Black Masculinity. *Journal of College Student Development* 61(6), 733-749.**

Authors of this study endeavored to find out more about black trans masculine students and the gendered and racialized realities they face in life and the university setting. In their findings, the authors discovered that there is both “much to be undone” and much to be done” - undoing harmful trends and implementing new possibilities regarding black masculinity.

**Mollet, A.L. (2020). “I Have a Lot of Feelings, Just None in the Genitalia Region”: A Grounded Theory of Asexual College Students’ Identity Journeys. *Journal of College Student Development* 61(2), 189-206.**

A grounded theory study, this work aims to understand how asexual college students build their identity development in college environments. The theory was created after hearing asexual students’ stories and experiences of being in a college environment and identifying as asexual. This fills a research gap, as asexual students’ needs are frequently not considered by professionals.

**Woodford, M. R., Weber, G., Nicolazzo, Z., Hunt, R., Kulik, A., Coleman, T. . . . Renn, K. A. (2018). Depression and attempted suicide among LGBTQ college students: Fostering resilience to the effects of heterosexism and cisgenderism on campus. *Journal of College Student Development*, 59(4), 421-438.**

The authors examined the relationships between mental health and various issues faced by LGBTQ college students. The other items examined include: pride, psychological resilience, microaggressions, victimizations, and outness, and their specific relationship with depression and suicide. The participants (N = 776) of this study represented 37 states across the United States from various institutions. The guiding hypotheses were: (a) microaggressions and victimization would be positively related to depression and risk for suicide, and (b) psychological resilience, outness and pride would promote a decrease in depression symptoms and risk for suicide. Results suggest that microaggression and victimization were significantly related to symptoms of depression, while a significant decrease in depression symptoms was related to resilience. Further, resilience had a negative relationship with depression and risk for suicide. Some implications of this study suggest that universities continue to program toward increasing student resiliency. Institutions can also work to eliminate the tolerance for microaggressions and victimization from the university environment to promote the mental health and wellbeing of members of the LGBTQ community.

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

**THEME 1: SPECIALIZED CAMPUS POPULATIONS**

**SUB-THEME 1B: ETHNICITY**

**Garibay, J.C., West, C., & Mathis, C. (2020). “It Affects Me in Ways That I Don’t Even Realize”: A Preliminary Study on Black Student Responses to a University’s Enslavement History. *Journal of College Student Development* 61(6), 697-716.**

Many institutions and universities have forgotten or unspoken enslavement histories, and this study aimed at preliminarily studying black students and their responses to the realization that their university had a history of enslavement. 93 students of African descent were recruited and findings revealed that there is an impact of violent enslavement histories on black students, which should be examined, understood, and repaired by university administrations.

**Johnston-Guerrero, M.P., Tran, V.T., & Combs, L. (2020). Multiracial Identities and Monoracism: Examining the Influence of Oppression. *Journal of College Student Development* 61(1), 18-33.**

Sixteen multiracial college students participated in this study, which was aimed at seeking clarification as to how ideas of oppression appear in their identities. The questions guiding the research focused on how multiracial students’ identities are impacted by racial oppression, and whether their experienced racial oppression is attached to traditional racism, monoracism, or both. According to researchers, exposure to racial oppression is influential, but it is difficult at this time to target oppression that is aimed specifically at multiracial people.

**Mitchell, J., Reason, R., & Finley, A. (2019). Diverse Students' Mental Health: Influences of Civic Learning Dimensions of Campus Climate. *Journal of Student Affairs Research and Practice*, 56(5), 506-519.**

The study analyzed the interaction between civic learning dimensions on college campuses and race/ethnicity interface to impact the mental health of diverse students, as compared to the mental health of white students. Diverse populations in this study include Asian, Black, and Hispanic students and their perceptions, followed by how their mental health was impacted due to their perceptions. Per the study, mental health is actually different across racial/ethnic groups, and universities.

**Okello, W.K. (2020). “Loving Flesh”: Self-Love, Student Development Theory, and the Coloniality of Being. *Journal of College Student Development* 61(6), 717-732.**

Okello reveals that unsettling the coloniality of being as reinforced by higher education involves 1) naming black self-hatred, 2) locating self-love as the resistance of white supremacist logic, 3) understanding black self-love as something that cannot be achieved without decolonization, and

4) a process that is dependent on critical consciousness. In the academic environment, the author details, black folx must have space to explain injuries of the flesh due to racism, and should also be given room to explore self-love.

**Okello, W.K., Quaye, S.J., Allen, C., Carter, K.D., & Karikari, S.N. (2020). "We Wear the Mask": Self-Definition as an Approach to Healing From Racial Battle Fatigue. *Journal of College Student Development* 61(4), 422-438.**

Based on previous research on racial trauma, battle fatigue, and theory, this study examines self-definition and self-care and their usefulness in overcoming racial battle fatigue in black student affairs educators. A team of five research members involving 1 faculty member, 3 doctoral students and 1 master's student pursued the research due to experience with their own racial battle fatigue. The sample included 35 black student educators and involved discussing the participants' experiences with "wearing the mask" and ways in which they engage in self-care to overcome this pressure.

**Quaye, S.J., Karikari, S.N., Carter, K.D., Okello, W.K., & Allen, C. (2020). "Why Can't I Just Chill?": The Visceral Nature of Racial Battle Fatigue. *Journal of College Student Development* 61(5), 609-623.**

This study assessed the visceral nature of racial battle fatigue. Several different domains were assessed, including emotional labor, positionality and relationality, racial battle fatigue itself, gendered racism, and more. This was a narrative study, and involved 35 participants who were at least 18 and self-identify as black, while also working in higher education. Participants revealed four themes in the presentation of racial battle fatigue: physical battle, hyperalertness, suppressed rage, and different types of exhaustion.

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

**THEME 1: SPECIALIZED CAMPUS POPULATIONS**

**SUB-THEME 1C: STUDENTS WITH DISABILITIES**

**Gelbar, N., Madaus, J., Dukes, L., Faggella-Luby, M., Volk, D., & Monahan, J. (2020). Self-Determination and College Students with Disabilities: Research Trends and Construct Measurement. *Journal of Student Affairs Research and Practice*, 57(2), 163-181.**

For students with disabilities in college, self-determination skills are extremely important in the outcome of the college experience. Following an examination of literature previously written about this population, the researchers narrowed their research base to one hundred articles, of which only nine tested interventional efficacy. In addition, they analyzed the different types of definitions used for “self determination” and noticed that most of them were normed on K-12 students and not college students.

**Taylor, Z. W. (2018). The Attention Deficit: Can Prospective and Current Students Comprehend ADHD Documentation Guidelines? *Journal of Student Affairs Research & Practice*, 55(3), 285–294.**

This study focused on guidelines in universities, examining the accessibility of ADHD documentation guidelines across 355 four-year, public, non-profit universities in the US. ADHD documentation, per the study, is current and feasible for students to understand. However, the study also shows that most guidelines are written at a 17<sup>th</sup> grade level, making it challenging for students to apply for accommodations. The inspiration for this research is the lower graduation rate among ADHD students at American universities.

**Vaccaro, A., Moore, A., Kimball, E., Troiano, P., & Newman, B. (2019). "Not Gonna Hold Me Back": Coping and Resilience in Students with Disabilities. *Journal of Student Affairs Research and Practice*, 56(2), 181-193.**

59 students from diverse backgrounds made up the sample for this study, which aimed to gain insight into strategies for coping and resilience-building in the disabled population at four different universities. A constructivist grounded theory, this study used student narratives to reinforce the importance of using a person-centered approach to student affairs, especially when working with members of the rapidly growing disabled population.



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

**THEME 1: SPECIALIZED CAMPUS POPULATIONS**

**SUB-THEME 1D: INTERNATIONAL STUDENTS & INTERNATIONAL CAMPUSES**

**du Toit, N., & Naudé, L. (2020). Toward Self-Authorship: Postgraduate Psychology Students' Meaning-Making Journeys. *Journal of College Student Development* 61(1), 84-102.**

This study analyzes South African postgraduate students in Psychology and the meaning-making process, using a self-authorship lens. Four postgraduate students participated in reflective writing exercises and interviews, which were then analyzed to understand salient themes regarding self-authorship. Students who report developing a higher sense of self also reported academic challenges and said interpersonal relationships were an important part of the process in developing sense of self and being more independent and defined in their beliefs.

**Green, Z.A. (2019). Emotionalized Learning Experiences: Inspiring Students in Pakistan to Reinvent Themselves to Nurture Social Competence. *Journal of College Student Development* 60(3), 337-360.**

The author examined various dimensions of emotionalized learning experiences after discovering that many individuals in Pakistani universities who are academically qualified are still unsuited for a job market that is highly competitive. This is due to a lack of social skills and positive behavioral attitudes. The author's findings state that Pakistan should focus more on developing social skills in students in addition to academic skills.

**Satici, S.A. (2020). Hope and Loneliness Mediate the Association Between Stress and Subjective Vitality. *Journal of College Student Development* 61(2), 225-239.**

The author of this research endeavored to understand the impact of stress on subjective vitality, via hope and loneliness. Involving 417 undergraduate students from Turkish universities, the author investigated a proposed theoretical model that later suggested that the effects of stress on subjective vitality are mediated by hope and loneliness to a full extent. This research also revealed new insight into how strongly the indirect effects also mediate the primary construct.

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

**THEME 1: SPECIALIZED CAMPUS POPULATIONS**

**SUB-THEME 1E: FIRST-YEAR STUDENTS**

**Hung Lau, E. Y., Shing Chan, K. K., & Bun Lam, C. (2018). Social support and adjustment outcomes of first-year university students in Hong Kong: Self-esteem as a mediator. *Journal of College Student Development*, 59(1), 129-134.**

The authors wanted to determine if self-esteem is a mediator in the relationship between students' level of adjustment and the support received (either in the social arena or from their families). A total of 418 first-year university students participated in this study. The results suggested that higher levels of support received had a positive relationship with student adjustment. Further, the results indicated that with an increase in self-esteem from the support received from both family and peers, there was also an increase in students' level of adjustment to the university. Implications from this study provide support for the importance of institutions to provide support for students, as well as for institutions to continue to discuss the importance of parental support for students. Programming can be geared both toward students and parents surrounding supports needed for college students.

**Oehme, K., Perko, A., Altemus, M., Ray, E.C., Arpan, L., & Clark, J. (2020). Lessons From a Student Resilience Project. *Journal of College Student Development* 61(3), 396-399.**

Florida State University designed a project to better understand student resilience and how they can better provide support to students as they transition from high school to college life. The study included a literature review touching on stress, trauma, and resilience, and also testing students on the content of the new program. Created in 2018, the program is required of all first year students but is open to all students. As of the study publication, 14,000 students participated in the project and students have responded positively.

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

**THEME 1: SPECIALIZED CAMPUS POPULATIONS**

**SUB-THEME 1F: MILITARY & VETERAN STUDENTS**

**Arminio, J., Yamanaka, A., Hubbard, C., Athanasiou, J., Ford, M., & Bradshaw, R. (2018). Educators Acculturating to Serve Student Veterans and Service Members. *Journal of Student Affairs Research & Practice*, 55(3), 243–254.**

The authors of this study performed research into student veterans and service members' interactions with non-veteran student affairs staff at universities. The motivation for this acculturation model-based conceptual framework was the absence of literature on this topic in spite of a plethora of literature focused on SVSM transitions to higher education. The study ultimately explored various techniques that could be used among student affairs staff in working with unfamiliar student populations.

**Umucu, E., Moser, E., & Bezyak, J. (2020). Assessing Hope in Student Veterans. *Journal of College Student Development* 61(1), 115-120.**

Given the fact that student veterans are a growing population, this study aimed at understanding the role hope plays in mediating psychological and physical outcomes. For this study, fifteen student veteran centers were contacted and 205 student veterans responded. The majority were male and white. To assess hope and its effects on student veterans, several different measures were utilized and were found to have high internal consistency in measuring hope related metrics, meaning further research is needed and warranted in this field.

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

**THEME 1: SPECIALIZED CAMPUS POPULATIONS**

**SUB-THEME 1G: FIRST GENERATION COLLEGE STUDENTS**

**Antonelli, J., Jones, S.J., Bakscheider Burridge, A., & Hawkins, J. (2020). Understanding the Self-Regulated Learning Characteristics of First-Generation College Students. *Journal of College Student Development* 61(1), 67-83.**

This study focused on first generation college students (FGCS) provides insight into the reality that, while access to college has increased, success for those students who are first generation has not. The ultimate goal of the study was to understand the deficits in self-regulated learning in FGCS, using the Learning and Study Strategies Inventory (LASSI). 914 participants from undergraduate programs at a large and diverse university were assessed, and revealed that there are complex connections between generational status SRL in FGCS.

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

**THEME 2: COLLEGE ADJUSTMENT & ACADEMIC SUCCESS**

**Bowman, N., Jang, N., Jarratt, L., & Bono, T. (2019). The Process of College Adjustment: Weekly Changes and Racial Differences. *Journal of Student Affairs Research and Practice*, 56(4), 423-437.**

College adjustment is an important issue on college campuses. This study examines week-by-week trends pertaining to well-being and belonging in college students. 12,529 responses from 882 students at a private university were gathered. According to the analysis performed in the study, adjustment outcomes improve in the first semester, but the study also found that patterns are not linear and that adjustment is a fluid measure. Additionally, the outcomes of adjustment vary by race and ethnicity.

**Chu, S., Chau, A., Chung, R., Chong, E., Ong, E., & Tam, A. (2019). A Comparison of Residence Hall Experience for Students of Different Backgrounds. *Journal of Student Affairs Research and Practice*, 56(3), 326-339.**

A Hong Kong university was the setting for this study, which looked at the experiences had by undergraduate students living in residence halls on campus. The study examined academic, social, and personal development, as well as their likelihood of joining in on residence hall activities. The study revealed that local, non-first-year, female students gained more from their experiences than their male, non-local, first-year counterparts.

**MacInnis, C.C., Nguyen, P., Buliga, E., & Boyce, M.A. (2019). Cross-Socioeconomic Class Friendships Can Exacerbate Imposturous Feelings Among Lower-SES Students. *Journal of College Student Development* 60(5), 595-611.**

Impostor syndrome is common on college campuses, and entails feeling like a “fraud” or someone who does not belong. This cross-sectional survey revealed that students with heightened imposturous feelings were typically of lower socioeconomic status (SES). These students also were revealed to engage less in the campus environment and activities. If these students were engaged in cross-SES friendships with higher SES students, this also led to greater impostor syndrome symptoms.

**O'Donnell, M.B., Shirley, L.A., Park, S.S., Nolen, J.P., Gibbons, A.M., & Rosén, L.A. (2018). The College Adjustment Questionnaire: A Measure of Students' Educational, Relational, and Psychological Adjustment to the College Environment. *Journal of College Student Development* 59(1), 116-121.**

The authors of this study created a new instrument, the College Adjustment Questionnaire, to be a more brief and accessible survey for understanding adjustment levels in college students. 301 students participated in this study from a large Western university, all from introduction to

psychology courses. The majority were female, first-year, white individuals. Results of the study indicate a positive correlation between several subscales, and indicated good convergent validity for the instrument.

**Smith, C. L., & Allen, J. M. (2018). Predictors of Advising Learning. *Journal of Student Affairs Research & Practice*, 55(3), 270–284.**

A quantitative study guided by regression analysis, this study shows that certain predictor variables were associated significantly with advising learning outcomes. These predictor variables included importance ratings, satisfaction ratings, and interaction of satisfaction and importance ratings. To develop these variables, 22,000 students among nine institutions were asked to rate their satisfaction with five particular metrics that they felt were part of quality advising.

**Taylor, K.B., & Baker, A.R. (2019). Examining the Role of Discomfort in Collegiate Learning and Development. *Journal of College Student Development* 60(2), 173-188.**

This study was completed in order to help those in higher education understand the role of discomfort in the collegiate experience. Several theories were used to better understand the impact of those in higher education assuming that discomfort is a necessary part of college.

**Witkowsky, P., Dinise-Halter, A., Yakaboski, T., & Long, S. (2018). Creating Supportive Educational Communities for Non-Traditional Women in Student Affairs Preparation Programs. *Journal of Student Affairs Research & Practice*, 55(2), 167–180.**

This constructivist qualitative study focused on students in a student affairs preparation program (SAPP) who challenge the typical image of who a student in a SAPP program is. 13 women in their 30s with children participated in this study, which aims at improving program access, developing better recruitment strategies, enhancing experiences of non-traditional students, and retaining students in general. Findings lend themselves to programs renegotiating and reprioritizing support mechanisms for these students.

**Xie, D., & Xie, Z. (2019). Effects of Undergraduates' Academic Self-Efficacy on Their Academic Help-Seeking Behaviors: The Mediating Effect of Professional Commitment and the Moderating Effect of Gender. *Journal of College Student Development* 60(3), 365-371.**

559 students in China were surveyed, with an almost even distribution of men and women. The majority of participants were science majors and participated in several scales to analyze academic self-efficacy, professional commitment, and academic help-seeking. According to the correlation analysis, between help-seeking and avoidance of help-seeking and academic self-efficacy and professional commitment, there was a negative correlation. There was also a positive correlation between instrumental help seeking and both academic self-efficacy and professional commitment.

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

**THEME 3: WELLNESS & PSYCHOLOGICAL ADJUSTMENT**

**Deason, D.L., Dahlen, E.R., Madson, M.B., & Bullock-Yowell, E. (2019). Five-Factor Model of Personality, Social Anxiety, and Relational Aggression in College Students. *Journal of College Student Development* 60(1), 110-114.**

Hierarchical regression analysis was used to assess five-factor personality traits and social anxiety predicting general and peer aggression in 342 college students. Authors say that, in the future, to achieve greater breadth of study, other personality traits like narcissism and psychopathy should be included to obtain a fuller picture of the connection between the assessed traits.

**Liu, J., & Pascarella, E.T. (2020). Does Language Background Have an Effect on the Development of Psychological Well-Being During College? *Journal of College Student Development* 61(5), 648-653.**

With the realization that 1 in 5 individuals speak a language other than English at home, this study aimed at understanding Psychological Well-Being and the ways in which language background impacts the development of PWB. Total number of participants who yielded usable data was 4,245. Non-Native English Speakers were particularly targeted for this research, as they are historically underrepresented and underserved. NNES students, according to the results, show lower levels of development in PWB than native English speakers.

**Mahatmya, D., Thurston, M., & Lynch, M. E. (2018). Developing students' well-being through integrative, experiential learning courses. *Journal of Student Affairs Research and Practice*, 55(3), 295-307.**

The authors focused on emotional, psychological, and social experiences of students as these areas are more likely to impact students' well-being. This study was conducted at a large mid-Atlantic university, a pilot study was conducted in 2012 and in 2014 a study was conducted with two different learning formats to evaluate the undergraduate student experiences, with 76 total participants. The results suggested that a overall integrative and holistic approach has a positive impact on students' overall well-being. The study did not find any significant results for any one intervention but did recommend that a combined experiential and classroom approach to addressing learning and support will provide students with an increased sense of well-being. The authors did recommend further study into the role of social supports in experiential learning as previous research has found that social supports increase a students' sense of well-being. The implications of this study suggest that a cocurricular approach at the university level can promote an increased sense of well-being. Further, making the cocurricular programming accessible to all students from various backgrounds and university standings can also allow for an increased sense of well-being for students.

**Martin, G., Smith, M., Takewell, W., & Miller, A. (2020). Revisiting Our Contribution: How Interactions with Student Affairs Professionals Shape Cognitive Outcomes During College. *Journal of Student Affairs Research and Practice*, 57(2), 148-162.**

This study builds on previously performed research from first years in college, and further looks into the ways in which students' interactions with student affairs professionals impacts their cognitive growth and development over four years of college.

**Pashak, T.J., Handal, P.J., & Scales, P.C. (2020). Positive Development on Campus: Investigating the Psychometric Properties of the College Assets Measurement Profile for Undergraduate Students. *Journal of College Student Development* 61(4), 474-491.**

A new instrument, the College Assets Measurement Profile for Undergraduate Students (CAMPUS) was introduced and evaluated in this study. This is an instrument created to understand and assess resilience in college-enrolled students who are entering adulthood. 526 emerging adults were participants, all from universities, with a subsample of 66 used for test-retest analysis. The instrument was found to be reliable and valid in its use of determining resilience in emerging adults in the college environment.

**Sriram, R., Glanzer, P.L., & Allen, C.C. (2018). What Contributes to Self-Control and Grit?: The Key Factors in College Students. *Journal of College Student Development* 59(3), 259-273.**

Authors utilized 13 predictor variables to assess what influences development of self-control and grit in college students. Of the 13 predictor variables, 5 significantly contributed to development of these two metrics after the 14,119 participants provided their insight. This study was inspired by a desire to learn more about self-control and grit and their usefulness as personality traits in college success. The majority of participants were male and white.



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

**THEME 4: SUBSTANCE USE**

**Beeson, E., Ryding, R., Peterson, H., Ansell, K., Aideyan, B., & Whitney, J. (2019). RecoveryZone: A Pilot Study Evaluating the Outcomes of an Online Ally Training Program. *Journal of Student Affairs Research and Practice*, 56(3), 284-297.**

This study reviews the development of a pilot project meant to create an ally training program for individuals interested in helping those who are recovering from substance use disorders. Results show significant reduction in stigma and increases in ally behavior in students who receive the training.

**Böke, B.N., Mills, D.J., Mettler, J., & Heath, N.L. (2019). Stress and Coping Patterns of University Students. *Journal of College Student Development* 60(1), 85-103.**

5,917 undergraduate students were surveyed to better understand the relationship between stress and engagement in substance use coping. According to the results, higher stress is linked to higher use of unhealthy coping skills. The authors expressed surprise that these results seemed to increase later in the university years, further emphasizing the need for stress and coping programs across the university lifespan.

**DiRosa, F., & Scoles, P. (2020). The Healing Pillars of Collegiate Recovery: A Community College Model of Recovery and Education. *Journal of Student Affairs Research and Practice*, 57(1), 69-76.**

This study serves to create a collegiate recovery model of service, in which services, activities, and structured mentoring are used in addition to the author-identified “healing pillars of college recovery.” The goal, according to the authors, is to support students who present as early in recovery by providing them with an environment that allows them to heal, strengthen and maintain their road to recovery in the context of their college experiences.

**Radimer, S., & Rowan-Kenyon, H. (2019). Undergraduate Men’s Alcohol Consumption: Masculine Norms, Ethnic Identity, and Social Dominance Orientation. *Journal of College Student Development* 60(1), 1-16.**

This study recruited 1,457 men from 5 different institutions in the northeast in order to examine the relationships between masculine norms, social dominance orientation, ethnic identity, and alcohol use behavior. According to the research, the greatest predictor of alcohol behavior is masculine norms, with differences existing by race and ethnicity.

**Tompsett, C.J., & Colburn, S. (2019). Characteristics of Friend Networks and Risk for Alcohol, Marijuana, and Behavior Problems in College. *Journal of College Student Development* 60(2), 203-218.**

489 students from a midsized midwestern university participated in an online survey designed to assess alcohol and marijuana risk, in addition to engagement in antisocial behaviors and social networking characteristics. According to the results, problem behaviors from the participants were linked to substance use and antisocial behavior in the friend group.

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

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

**Allan, E., Kerschner, D., & Payne, J. (2019). College Student Hazing Experiences, Attitudes, and Perceptions: Implications for Prevention. *Journal of Student Affairs Research and Practice*, 56(1), 32-48.**

An addition to previous studies done in this area, this study involved survey data collected from 5,880 college students. Students frequently report hazing, high risk drinking, social isolation, and other activities and feelings as part of the undergraduate experience. While most students involved in the study rebuffed the notion that their organizations used or benefited from hazing, some individuals surveyed did report positive outcomes from hazing.

**Kalkbrenner, M.T., & Flinn, R.E. (2020). The Mental Distress Response Scale and Promoting Peer-to-Peer Mental Health Support: Implications for College Counselors and Student Affairs Officials. *Journal of College Student Development* 61(2), 246-251.**

This study focused on college counselors and student affairs officials, and the authors created an 8-15 item screening scale, followed by a 25 item inventory, the Mental Distress Response Scale, which was based on Devellis' (2016) guidelines. 12 items were later removed, and the remaining questions were administered to the 34 undergraduate participants. This instrument was created in order to promote peer-to-peer mental health support, and has been found to contain factorial validity and thus can be used institutionally.

**Marcotte, J., & Lévesque, G. (2018). Anxiety and Well-Being Among Students in a Psychoeducation Program: The Mediating Role of Identity. *Journal of College Student Development* 59(1), 90-104.**

This study explored the role of identity in the correlation between anxiety and well-being. The relationship between the two was ultimately explained by both identity synthesis and ruminative exploration. This study was inspired by issues in the authors' own psychoeducation department, and was conceived of by witnessing the prevalence of mental health issues in university students, which the authors say has become both a socioeconomic and public health concern.

**Parker, M.M., & Stone, A.N. (2020). More Than Play: Benefits of Play Therapy Training for Undergraduates and Implications for Student Affairs. *Journal of College Student Development* 61(3), 385-390.**

This study emphasizes the importance of play therapy training in undergraduate students, and how this training impacts the field of student affairs. The authors of the study examined students who participated in a play therapy course that was offered to undergraduate students and was

taught by the first author of the study. Students from any university in the southeast were invited to participate, after which written reflections were gathered to help understand the development of the students. Two themes emerged - emotional intelligence and relationship impacts as a result of taking the course.

**Schwitzer, A. Moss, C. B., Pribesh, S. L., St. John, D. J., Burnett, D. D., Thompson, L. H., & Foss, J. J. (2018). Students with mental health needs: College counseling experiences and academic success. *Journal of College Student Development, 59*(1), 3-20.**

This study investigated college students' experiences in college counseling centers while also examining the relationship between academic success and those counseling outcomes. This study was guided by four research questions: (a) Is there a relationship between students' GPA and/or graduation rate and the number of counseling sessions attended? (b) Is there a relationship between GPA and the total times the student returned to counseling? (c) Is there a relationship between a completed treatment plan and GPA? and (d) Is there an improvement in overall functioning as well as an improvement in GPA as a result of attending the counseling sessions? This study was conducted at one institution, and a total sample of 871 participants. Overall, the results suggested that students who engaged in counseling services until mutual termination was determined (between the counselor and the student/client) were more likely to have a higher GPA than their peers who did not complete the counseling services. A student's level of functioning prior to engaging in counseling services, and the student's GPA prior to beginning counseling services, were predictors of the students' academic success after the engaging in any counseling services. This study also suggests a positive relationship between the amount of counseling center sessions academic success, as well as a positive relationship between the completion of treatment with a student's overall GPA. Implications of this study suggest that colleges and universities work to identify students who are at risk for mental health concerns and/or at risk academically as early as possible, and for those students to be referred to counseling centers for support and services as soon as possible. Further implications suggest that for a student to complete the referral process to the counseling center, it is important for higher education professionals to provide encouragement for the services, as many students will feel social pressure from the stigma of mental health services and will not follow-through on the referral. Academic success coaches, academic advisors, and other academic personnel should also discuss the potential academic benefits from engaging in counseling services. Counseling center professionals should keep in mind the academic benefits of the successful completion of services, and work with students to eliminate barriers to treatment completion.

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

**THEME 6: MENTAL HEALTH PROGRAMMING ON CAMPUS**

**Liew, C., & Servaty-Seib, H. (2020). College Students' Feedback on a Student Bereavement Leave Policy. *Journal of Student Affairs Research and Practice*, 57(1), 55-68.**

In an effort to better understand the perceptions of grieving college student when addressing student bereavement leave policies, this study analyzed how students feel about efficacy, benefits, drawbacks, and areas for improvement in the bereavement policy at their school, known as the Grief Absence Policy for Students (GAPS). Data revealed that students feel that improvements in accommodations should be considered, and the authors provide realistic recommendations for how to do this.

**McMahon, S., & Stepleton, K. (2018). Undergraduate Exposure to Messages About Campus Sexual Assault: Awareness of Campus Resources. *Journal of College Student Development* 59(1), 110-115.**

9,358 undergraduate students responded to the survey, which was equal to a 30% response rate. The study ultimately sought to gauge students' level of exposure to sexual violence messages and the ultimate effectiveness of current programs at the university level meant to inform students of both sexual violence and resources at their disposal should they become victims.

**Piel, M., Geiger, J., Schelbe, L., Day, A., & Kearney, K. (2020). Lessons Learned from College Support Programs for Students with a History of Foster Care. *Journal of Student Affairs Research and Practice*, 57(1), 77-89.**

On college campuses, students who have a history of growing up in the foster care system frequently fall between the cracks. These students have complex histories, and this study examines lessons learned in developing a program to support these students, using a national sample of staff and administrators in campus support programs. Results state that foster care impacts are a strong area for further development among college staff.

**Shaw, M. (2018). Teaching Campus Crisis Management Through Case Studies: Moving Between Theory and Practice. *Journal of Student Affairs Research and Practice*, 55(3), 308-320.**

This study used observationally gathered qualitative data to better understand how student affairs professionals collaboratively navigate crises with students. The study involved ten student affairs professionals and following observation of their sequential movement through a crisis-related case study exercise, they were asked for a written reflection on the process of crisis management. Results show that an exercise such as this is beneficial to SA staff as they navigate crises.

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

**THEME 7: SENSE OF BELONGING & COMMUNITY**

**Duran, A., Dahl, L.S., Stipeck, C., & Mayhew, M.J. (2020). A Critical Quantitative Analysis of Students' Sense of Belonging: Perspectives on Race, Generation Status, and Collegiate Environments. *Journal of College Student Development* 61(2), 133-153.**

7,888 students participated in this study, and their results were analyzed using a multiple linear regression analysis. The ultimate goal was to understand sense of belonging and its interface with race, generation status, and environments in their colleges. All three of these metrics (race, generational status, and collegiate environment) were found to be significant in forming a student's sense of belonging.

**McClure, K., & Ryder, A. J. (2018). The Costs of Belonging: How Spending Money Influences Social Relationships in College. *Journal of Student Affairs Research & Practice*, 55(2), 196–209.**

The focus of this study is to understand the relationship between access to spending money and students' abilities to connect with their peers. Both an initial survey, in addition to a follow-up, were administered at a public regional university. The study used a sense of belonging as a primary focus, and was able to determine that having spending money contributed to social relationships in college. Access to spending money also created a greater sense of belonging for students.

**Pascale, A. (2018). "Co-Existing Lives": Understanding and Facilitating Graduate Student Sense of Belonging. *Journal of Student Affairs Research and Practice*, 55(4), 399-411.**

The author of this study mentions that the motivation comes from the overwhelming focus of universities on the undergraduate population rather than the graduate population. This study focused on belongingness in the graduate population of universities, and how it compares to and looks different from belongingness in undergraduate populations.

**Sriram, R., Weintraub, S.D., Cheatle, J., Haynes, C., Murray, J.L., & Marquart, C.P. (2020). The Influence of Academic, Social, and Deeper Life Interactions on Students' Psychological Sense of Community. *Journal of College Student Development* 61(5), 593-608.**

951 students provided complete responses in this study, all of whom were enrolled at one of six institutions in six different states in different regions. All of the participants were undergraduate, and were asked to participate the author-created instrument entitled the "Academic, Social, and Deeper Life Interactions Instrument." The study examined many dimensions pertaining to

community building and psychological sense of well-being, including relationships and interactions with faculty, peers, and staff.

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

**THEME 8: SOCIAL JUSTICE & ADVOCACY IN HIGHER EDUCATION**

**Alejandro, A.J., Fong, C.J., & De La Rosa, Y.M. (2020). Indigenous Graduate and Professional Students Decolonizing, Reconciling, and Indigenizing Belongingness in Higher Education. *Journal of College Student Development* 61(6), 679-696.**

This small study focused on the narratives of three cisgender male Indigenous graduate students and how they feel about their experiences academically in the US. This case study highlights decolonizing concepts such as belonging, Indigenous values, relationality in the community, and bridging knowledge gaps about Indigenous culture in the broad academic community.

**Linder, C., Quaye, S.J., Stewart, T.J., Okello, W.K., & Roberts, R.E. (2019). "The Whole Weight of the World on My Shoulders": Power, Identity, and Student Activism. *Journal of College Student Development* 60(5), 527-542.**

In this study, 26 students who identified as identity-based activists and engaged in what they consider "resistance" were engaged in understanding power and identity in addressing inequities of varying degrees on college campuses. This study was performed using a critical framework and narrative inquiry, and led to a suggestion to educators to teach with awareness of power differentials in the classroom, and an assessment of dominance that will lead to student activists feeling more comfortable to engage in activism on campus.

**Pope, R.L., Reynolds, A.L., & Mueller, J.A. (2019). "A Change Is Gonna Come": Paradigm Shifts to Dismantle Oppressive Structures. *Journal of College Student Development* 60(6), 659-673.**

This study focused on the evolution of social justice practices among student affairs professionals at the university level. The Multicultural Change Intervention Matrix (MCIM) is proposed by the authors as a way to help make social justice goals more tenable on the university level. In order to prove this, the authors engage MCIM principles with first and second order change in a plan to make social justice advocacy more active in the dismantling of unhealthy paradigms in universities, hoping this will lead to changes in practice, scholarship, and teaching.

**Servaty-Seib, H.L., & Liew, C.H. (2019). Advocating for Bereavement Leave Policies for College Students. *Journal of College Student Development* 60(2), 240-244.**

37 to 44% of college students will experience an important death in their college years, within a 2-year window. Authors describe the lack of bereavement leave policies for students, making students choose between academic performance and proper bereavement. In addition, due to the lack of policies, students must often approach individual faculty, making policies uneven and subjective. This study puts forth rationales for developing a student bereavement policy.



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

**THEME 9: COLLEGE STUDENT IDENTITY DEVELOPMENT**

**Duran, A., & Jones, S.R. (2019). Using Intersectionality in Qualitative Research on College Student Identity Development: Considerations, Tensions, and Possibilities. *Journal of College Student Development* 60(4), 455-471.**

The authors of this study were encouraged by the increasing level of intersectionality in qualitative research being performed on college campuses and in educational scholarship. They examined the ability of qualitative intersectionality in creating greater nuanced understandings of college student identity and understanding varying axes of power. The research led to encouragement in academic circles regarding greater use of intersectional thinking and a power-based analysis of research.

**Shalka, T.R. (2020). (Re)Membering the Body: Identity Development and College Student Trauma. *Journal of College Student Development* 61(4), 456-473.**

The researcher undertook this study due to a criticism that a focus on the body is absent from most college student identity development work, especially where trauma and trauma survival is concerned. The research created three important themes: reacquainting the body, deciphering emotions, and negotiating ability. The experiences of 12 individuals who experienced trauma in college were gathered and a constructivist grounded theory method was used to understand the experiences of these students.

**Shalka, T.R. (2019). Trauma and the Interpersonal Landscape: Developmental Tasks of the Relational Self Identity Site. *Journal of College Student Development* 60(1), 35-51.**

According to this study, which had a purpose of exploring the relationship between interpersonal dimensions of college student development and trauma, the existing literature prior to this study did not adequately address this relationship. 12 participants with a wide range of traumatic experiences, backgrounds and social identities who were also undergraduates and people who have experienced trauma, were recruited using criterion and snowball sampling. Each participant was interviewed three times and asked to do visual mapping and written response activities.

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

**THEME 10: COLLEGE FACULTY MENTAL HEALTH**

**Lynch, R., & Glass, C. (2019). The Development of the Secondary Trauma in Student Affairs Professionals Scale (STSAP). *Journal of Student Affairs Research and Practice, 56*(1), 1-18.**

The authors of this study, using a sample of 617 student affairs professionals, addressed the reality that student affairs professionals frequently act as the first responders on campus for crises. The purpose of the study is to develop and validate a new instrument that can be used to assess secondary trauma in this population. Exploratory and confirmatory factor analyses were used.

**Miller, R. A., Jones, V. A., Reddick, R. J., Lowe, T., Franks Flunder, B., Hogan, K., & Rosal, A. I. (2018). Educating Through Microaggressions: Self-Care for Diversity Educators. *Journal of Student Affairs Research & Practice, 55*(1), 14–26.**

Using personal narratives in a scholarly environment, this study aims to understand the experiences of educators while facilitating diversity trainings at predominantly White universities. The study focuses on self-care elements, including ability to navigate intersectional identities, developing legitimacy as diversity educators, combatting burnout, and supporting each other as co-facilitators.

**Treadwell, K., Lane, F., & Paterson, B. (2020). Reflections from Crisis: A Phenomenological Study of the Texas A&M Bonfire Collapse. *Journal of Student Affairs Research and Practice, 57*(2), 119-131.**

This study analyzes the 1999 tragedy at Texas A&M University, wherein 12 students were killed and dozens were injured after the Texas A&M Bonfire collapse. The response to this incident lasted many years and involved numerous administrators, and also led to the development of better risk management standards. Twenty years later, in this study, researchers revisited the event and the individuals involved, and assessed personal experiences and lessons learned.

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

**THEME 11: DATING & RELATIONSHIP VIOLENCE**

**Edwards, K.M., & Ullman, S.E. (2018). Preliminary Data on an Intervention to Reduce Negative Social Reactions to Victims' Disclosures. *Journal of College Student Development* 59(1), 105-110.**

43 college students were exposed to a 2 hour intervention aimed at reducing the negative social reactions (SRs) of disclosing a sexual assault, in addition to increasing positive social reactions to disclosure and intimate partner violence. They were surveyed prior to and after the intervention, and the intervention revealed decreases in negative SR, and increases positive SR from pre-test to post-test.

**McMahon, S., Stepleton, K., Cusano, J., O, C. J., Gandhi, K., & McGinty, F. (2018). Beyond Sexual Assault Surveys: A Model for Comprehensive Campus Climate Assessments. *Journal of Student Affairs Research & Practice*, 55(1), 78–90.**

Awareness of sexual assault on college campuses has increased over the last decade, in particular, after the development of a specific White House task force to address sexual violence on campuses. This study relies on a case study and suggests a model for use in developing a comprehensive and action-focused climate assessment process on campuses. A survey was administered in a participatory action research model, to help researchers better understand the engagement and education about sexual violence on college campuses.



**College Counseling & Psychological Services Knowledge Base**  
**Annotated Bibliography: College Student Development, 2018-2020**

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