

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**

MASTER COMPILATION:

**COLLEGE COUNSELING, COLLEGE STUDENT
DEVELOPMENT, COLLEGE HEALTH, COUNSELING
PSYCHOLOGY, & PROFESSIONAL COUNSELING
LITERATURES**

1998-2020



ANNOTATED BIBLIOGRAPHY:

MASTER ALPHABETICAL COMPILATION OF COLLEGE COUNSELING, COLLEGE STUDENT DEVELOPMENT, COLLEGE HEALTH, COUNSELING PSYCHOLOGY, & PROFESSIONAL COUNSELING LITERATURES, 1998-2017

Abar, C. C., & Maggs, J. L. (2010). Social influence and selection processes as predictors of normative perceptions and alcohol use across the transition to college. *Journal of College Student Development, 51*, 496-508.

During late adolescence, alcohol use tends to escalate to a peak. Additionally, late adolescence brings about age-related contextual changes, including the transition to college. This study tested a model of social influence and selection processes contributing to alcohol use over the college transition time-period. Findings were that selection processes occur during the transition as matriculants seek out and join friendship circles and peer groups, and then peer influence occurs once students have solidified a circle of friends. Alcohol prevention programming implications are discussed.

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

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

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

The American College Health Association (ACHA) developed guidelines for emergency planning and preparedness for all hazards (i.e. act of violence, natural/manmade disaster, public health threat). The guidelines discuss topics such as: communication, psychological impact of crisis, national preparedness and response systems, mitigation/prevention, campus health service staff education and preparedness, supplies/equipment/services, clinical care and triage

management, on campus partnerships, and evaluation and improvement. The guideline also provides checklists and resources to be utilized as a planning tool.

ACHA Guidelines. (2016). *Journal of American College Health*, 64(2), 162-164.

Colleges have a duty to provide trans-inclusive healthcare not only for transgender or gender nonconforming students but to comply with Title IX guidelines. This article provides several recommendations to create college environments that are inclusive and affirming of transgender, gender nonconforming, genderqueer, and similarly identified students. Recommended practices and strategies are covered on the following topics: access, health insurance, names, identity, medical records, health informatics, gender identity, personnel, continuing education, training, mental health services, and health promotion/prevention.

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

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

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

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

Adamo, S.M.G. (1997). *The shiver of an emotion: Brief work with students suffering from problems of emotional isolation. Journal of College Student Psychotherapy*, 14(1), 3-21.

This case study describes a group of Italian students who present with issues related to emotional isolation.

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

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

Adams, D. F., Behrens, E., Gann, L., & Schoen, E. (2017). Gender conformity, self-objectification, and body image for sorority and nonsorority women: A closer look. *Journal of American College Health, 65*(2), 139-147.

Young women are at risk for body image concerns and college aged and sorority women are at risk due to developmental changes at this phase of life. Sorority women may be at particular risk because of the focus on traditional gender role norms and sexual objectification. Most college women believe that they are overweight and are in the process of trying to lose weight. Body dissatisfaction is a predictor of eating disorders. The present study examined the relationship between conformity to feminine gender role norms, self-objectification, and body image surveillance in undergraduate women. Among undergraduate women results indicated that traditional feminine gender role norms were related to increased body consciousness, negative body image, and increased feedback regarding physical appearance. The largest variance was found between feminine gender role norms and objective body consciousness (body surveillance, body shame, and appearance control beliefs). Sorority membership did not significantly predict body consciousness, body objectification, or feedback on physical appearance.

Adams, D. R., Meyers, S. A., & Beidas, R. S. (2016). The relationship between financial strain, perceived stress, psychological symptoms, and academic and social integration in undergraduate students. *Journal of American College Health, 64*(5), 362-370.

Low income and/or first-generation college students have the most to gain from earning a college degree in terms of economic success and upward social mobility. However low income and/or first-generation college students are less likely to have a college degree by age 25 compared to non-low income students or students who are not first-generation. This could possibly be due to financial strain that may be experienced either directly or indirectly (through perceived stress) by low income and/or first-generation college students. The authors of this study examined the mediating effect of perceived stress on the relationship between financial strain and psychological symptomology and academic and social integration. Mediation analyses revealed that perceived stress increases the negative effects of financial strain on psychological symptomology and on academic and social integration.

Adams, S., Hazelwood, S., & Hayden, B. (2014). Student affairs case management: Merging social work theory with student affairs practice. *Journal of Student Affairs Research and Practice*, 51(4), 446-458. doi:10.1515/jsarp-2014-0044

The authors establish the need for a merger of a mental model for case management with student affairs standards to provide an approach for case management within the realm of student affairs. Case management in higher education is a relatively new concept that emerged after the tragedy at Virginia Tech in 2007. The need for student affairs professionals to provide these services for students who are experiencing a crisis was present but without a guiding model. The following stages are proposed: assessment of the student and/or client, advocacy for the student, empowerment of the student, following-up with the student after the initial intervention, and then the resolution of the crisis. This model can not only be applied in Dean of Students offices and counseling centers, but also to other student affairs offices to reach an early intervention for students in need.

Adams, T.B., Wharton, C.M., Quilter, L., Hirsch, T. (2008). The association between mental health and acute infectious illness among a national sample of 18- to 24-year old college students. *Journal of American College Health*, 56(6), 657-663.

Using data from the American College Health Association Assessment this study sought to determine the presence of clinically treated depression, self-reported depression and anxiety, and 5 indicators of negative affect among college students and the relationship of these indicators of poor mental health with the prevalence of 4 acute infectious illnesses: bronchitis, ear infection, sinus infection, and strep throat. Results indicated that depression, anxiety, and exhaustion were associated with acute infectious illness across all dependent measure with correlations ranging from .56 to .91. The conclusion of the authors was that poor mental health is associated with acute infectious illness among college students.

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

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

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

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

Ahn, C. M., Ebesutani, C., & Kamphaus, R. W. (2014). A psychometric analysis and standardization of the behavior assessment system for children-2, self-report of personality, college version, among a Korean sample. *Measurement & Evaluation in Counseling & Development, 47(3), 226-244. doi: 10.1177/0748175614531797*

The Behavior Assessment System for Children-2-Self-Report of Personality, College Version (BASC-2 SRP-COL) was developed in 2004 as a self-report measure for college students between the ages of 18-25. The assessment measures various psychological, social, and emotional factors. This study was the first to examine the psychometric properties of the Korean version of the BASC-2 SRP-COL. The results of the study indicate strong reliability and convergent validity.

Aikins, R.D. (2011). Academic performance enhancement: A qualitative study of the perceptions and habits of prescription stimulant- using college students. *Journal of College Student Development, 52 (5), 560-576.*

The focus of this study was students' habits and perceptions relating to stimulant medication use. A convenience sample of students who attended a public, doctoral-granting research university located in the western U.S. was purposefully selected for interviews. The purposeful sample contained those who had taken, licitly or illicitly, a variant of either methylphenidate or amphetamine medications (Ritalin and Adderall, respectively) in college for academic purposes. Key findings identify academic use justifications, diversion pathways, and frames use within a bio-psychosocial development model that impacts perceived self-efficacy, suggesting that academic dependence may develop differently between licit/illicit users.

Aikins, R. D., Golub, A., & Bennett, A. S. (2015). Readjustment of urban veterans: A mental health and substance use profile of Iraq and Afghanistan veterans in higher education. *Journal of American College Health, 63(7), 482-494.*

While student service members/veterans (SSM/V) often face readjustment challenges when transitioning to higher education, additional stressors may be present for those from low-income urban areas. The following study examined mental health concerns and substance use in veterans attending college who were also from New York City's low-income predominately minority areas. Logistical regression revealed that having a traumatic brain injury or disability was positively associated with college attendance. Linear regression revealed that marriage, employment, and college attendance predicted overall life satisfaction. SSM/Vs were less likely to have depression or a drug use disorder. White and Hispanic veterans were more likely to attend college than African American veterans.

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

This case study describes the counseling experience of a college woman undergoing treatment to address self-injurious behavior. The article presents and illustrates a counseling approach that is conceptually based on attachment and object relations theory. The approach emphasizes the

client-counselor relationship and the need to establish a supportive interpersonal environment as the main factors contributing to positive change in the client's self-injuring behavior.

Aizenman, M., & Jensen, M.A.C. (2007). Speaking through the body: The incidence of self injury, piercing, and tattooing among college students. *Journal of College Counseling*, 10(1), 27-43.

The authors of this study surveyed students enrolled at a large, northeastern university to determine the incidence, characteristics, and age of onset of body-altering behavior among college students and to identify similarities and differences in the motives and feelings of those choosing piercing and tattooing and those who self-injure. Participants filled out a questionnaire developed for the study, the Depression Scale of the Symptom Check List-90-Revised, the Rosenberg Self-Esteem Scale, and the Self Mastery Scale. Results indicate a high prevalence of self-injury motivated by a desire to alleviate emotional pain. Students who tattooed and pierced reported that they were motivated by self-expression. The incidence of all three body-altering behaviors was higher among participants reporting physical abuse or eating disorders.

Akdoğan, R., & Türküm, A. S. (2018). Insight scale for nonclinical university students: Validity and reliability analysis. *Measurement & Evaluation in Counseling & Development*, 51(4), 250–262.

The Insight Scale for Nonclinical University Students (ISNUS) was developed to assess the levels of insight for nonclinical university students. Exploratory and confirmatory factor analyses, and reliability analyses were conducted to determine the validity and reliability of the instrument. The Mindful Attention Awareness Scale (MAAS) and Self-Compassion Scale (SCS) were used to assess the concurrent validity of the ISNUS. Results indicated that the instrument was suitable in determining levels of insight for this population.

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.

Alessandria, K.P. & Nelson, E.S. (2005). Identity development and self-esteem of first generation American college students: An exploratory study. *Journal of College Student Development*, 46(1), 3-12.

The authors of this study hypothesized that first generation Americans enrolled as college students would have lower self-esteem as compared with non-first-generation Americans enrolled as college students regardless of ethnic group. They also hypothesized that first generation Americans enrolled as college students would report lower levels of identity development. Results did not support either hypothesis.

Alexander, Q. R., & Bodenhorn, N. (2015). My rock: Black women attending graduate school at a southern predominantly white university. *Journal of College Counseling, 18*(3), 259-274. doi:10.1002/jocc.12019

This qualitative study addresses Black graduate student experiences, particularly women's experiences, and provides an in-depth look of the experiences of 11 Black women who completed their undergraduate degrees at historically Black colleges or universities (HBCUs) and chose to attend graduate school at a southern predominately White university (PWU). All participants discussed the importance of having or establishing various types of support systems including (a) mentors, (b) family and friends, and (c) romantic relationships.

Alford, K. (2001). Gender culture in a relationship workshop for college students. *Journal of College Counseling, 4*, 85-88.

The author describes a workshop, including a cultural component, designed for college students experiencing difficulties in an intimate relationship. The purpose of including the cultural component was to introduce the concept of the fundamental attribution error. The author describes workshop format and schedule.

Allan, B. A., Duffy, R. D., & Collisson, B. (2018). Helping others increases meaningful work: Evidence from three experiments. *Journal of Counseling Psychology, 65*(2), 155-165.

Meaningful work has been identified as an important vocational construct; however, little experimental research has been done to determine what causes work to be meaningful. This study aimed to investigate the relationship between helping others and the experience of meaningful work by manipulating task significance. The researchers experimentally tested this relationship in three studies. Participants included students, an online sample of working adults, and public university employees. In study one, students who completed the task for the benefit of someone else reported greater task meaningfulness compared to those who completely the task for themselves. In study two, working adults who reflected on a time when they worked to benefit someone else reported greater work meaningfulness compared to a time they worked to benefit themselves. In study three, university employees who helped others more times in a single day experienced greater gains work meaningfulness over time. Results from all three studies help explain how work meaningfulness can increase by finding ways to benefit others through work, which can impact workers' well-being and productivity.

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.

Allen, G.E.K., Cox, J., Smith, T.B., Hafoka, O., Griner, D., & Beecher, M. (2016). Psychotherapy utilization and presenting concerns among Polynesian American college students. *The Counseling Psychologist*, 44(1), 28–49.

Underutilization of services among racial and ethnic minority students on campuses has been an enduring issue on college campuses, with one underserved population being Polynesian Americans. This study sought to begin to fill in our knowledge gaps regarding: the utilization rates, common presenting concerns, response to treatment, and reports of abuse in the Polynesian American population. Results produced multiple findings. Polynesian and European American students were relatively equally likely to complete an intake at the counseling center, relative to their proportions on campus. Among Polynesian Americans, common concerns were parental divorce and/or substance abuse problems, and physical abuse in the family. Compared to European Americans, Polynesian American students exhibited higher distress rates in: academic or schoolwork or grades; adjustment to the university; alcohol and drugs; concentration; ethnic/racial discrimination; homesickness; irritability, anger, or hostility; reading or study skills problems; test, speech, or performance anxiety; and time management.

Allen, J. & Robbins, S. (2010). Effects of interest-major congruence, motivation, and academic performance on timely degree attainment. *Journal of Counseling Psychology*, 57 (1), 29-35.

To try and improve timely degree attainment among college students, the authors conducted a longitudinal study examining the effects interest-major congruence, motivation and academic performance have on students completing their degree. Of the collected sample from a 4 year institution, 33% had completed their degree in four years and 12% completed their associates from a 2 year institution. The results indicated that interest-major congruence has a direct effect on timely degree completion while motivation has an indirect effect. Implications for counseling practice are discussed.

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

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

Altaher, Y. & Runnerstrom, M. G. (2018). Psychological restoration practices among college students. *Journal of College Student Development*, 59(2), 227-232. doi:10.1353/csd.2018.0019

The authors examined the restoration practices used by students while experiencing stress and the different types of environments where the restorative practices took place and examined the possibilities of pre-established restorative environments. A total of 407 undergraduate students from the same large public university on the west coast participated in this study, and all were recruited through different electronic communication platforms. The most common restorative factor for students experiencing stress was students socializing with friends in man-made environments (e.g. cafés or coffee shops). Students who viewed their activity with friends as being a restorative activity also reported a lower level of perceived stress after the completion of the activity. Students who engaged in activities deemed to be “creative” reported increased levels of restoration. Implications from this study suggest that campus personnel promote the use of leisure and other restorative activities for students that students find enjoyable. Universities can provide and promote events that are of an interest to their students. Further, campuses can develop spaces that can be used deliberately for restorative purposes.

Alton, C.S., Whitman, J.S., & Boyd, C.J. (2000). Benefits of brief counseling training for master’s-level trainees in university counseling centers. *Journal of College Counseling*, 3(2), 168-177.

The authors discuss how brief counseling models can provide a stable therapeutic framework for trainees for clinical work while trainees are adapting to their new roles. Some issues with which trainees often grapple and how brief counseling training can address these issues are discussed.

Amada, G. (2001). Liberal censorship on campus: A new form of McCarthyism. *Journal of College Student Psychotherapy*, 15(4), 65-68.

This commentary addresses the inalienable right to free speech possessed by all members of academic communities. The author expresses the view that these rights pertain especially to students expressing what many would consider offensive, bigoted opinions, as long as they don’t violate codes of conduct.

Amada, G. (2003). The process of interviewing, evaluating, and selecting psychological interns for a college mental health program: Some thoughts and considerations. *Journal of College Student Psychotherapy*, 17(3), 3-17.

This article addresses the interview and assessment process when hiring interns for college mental health programs. Based on his considerable experience, the author discusses preliminary procedures, the interview process and methods, possible interview questions and rationale for including them in the interview.

Amada, G. (2004). The highly self-destructive college student: Some clinical, ethical and disciplinary considerations. *Journal of College Student Psychotherapy*, 19, 7-24.

For the purpose of this article, the author describes “highly destructive” as applying to college students who are “overtly suicidal ... anorexic, bulimic, or non-suicidally self-mutilating.” This paper discusses the clinical, ethical and disciplinary ramifications related to caring for these students.

Amada, G. (2007). The massacre at Virginia Polytechnic Institute and State University: Some thoughts and considerations. *Journal of College Student Psychotherapy*, 22(2), 3-11.

The author provides an assessment of the murder of 33 students at Virginia Tech by Seung-Hui Cho. Stalking behavior as exhibited by the perpetrator is discussed in the context of the campus disciplinary system which, in this case, according to the author never issued a convincing disciplinary warning to Mr. Cho. A critique of the mental health aspects of this tragedy is also discussed.

Amada, G. (2007). Chapter 4: The current status of prescribing psychiatric drugs for college students: A nascent science? *Journal of College Student Psychotherapy*, 21(3/4), 81-96.

This editorial essay, the author presents an argument that psychiatric prescriptions are too often written by non-psychiatric physicians seeking a quick fix for distressed college students. The article examines and evaluates the general quality of psychiatric prescription drug delivery services on college campuses.

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

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

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

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

factors. Alcohol related consequences and distress symptoms also significantly decreased. Participants also reported an increase in readiness to change.

An, B. P., Loes, C. N., & Trolan, T. L. (2017). The relation between binge drinking and academic performance: Considering the mediating effects of academic involvement. *Journal of College Student Development, 58*(4), 492-508. doi:10.1353/csd.2017.0039

This study examined the impact of binge drinking on academic performance while considering the impact of academic involvement as a mediator. For this study, three sets of data was used the Wabash National Study of Liberal Arts Education (WNSLAE). The results from this study suggest that binge drinking does impact academic performance, but the frequency of binge drinking had more of an impact academic performance. Binge drinking was linked to a decrease in motivation for academics, which in turn impacts the academic success of the student. Further, there is a negative relationship between academic involvement and binge drinking at a rate of 20-30%. The impact of academic involvement on binge drinking differed when the researchers controlled for gender. Academic involvement indirectly was responsible for male binge drinking at a rate of 41%, and a rate of 26% for females. When academic involvement was the moderating factor for between binge drinking and academic performance, there was no difference for males and females who engaged in binge drinking three times or more a week. Implications from this study suggest student affairs professionals work together on campuses to address alcohol education at an institutional, group, and individual level. Focus should remain on addressing the engagement in binge drinking behavior, not on just the frequency in participating in binge drinking behavior. Educational programming should be geared toward reducing binge drinking behavior for both males and females, as there is no difference in the impacts of binge drinking for males or females.

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

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

Ancis, J.R., Sedlacek, W.E., & Mohr, J.J. (2000). Student perceptions of campus cultural climate by race. *Journal of Counseling and Development, 78*, 180-185.

Students of color enrolled in predominantly White institutions, unlike their White counterparts, often experience a lack of support and an unwelcoming academic climate. Counselor awareness of students' particular perceptions and unique expectations is essential to providing counseling services that meet the needs of a diverse student body.

Andrews, L. M., Bullock-Yowell, E., Dahlen, E. R., & Nicholson, B. C. (2014). Can perfectionism affect career development? Exploring career thoughts and self-efficacy. *Journal of Counseling & Development, 92*(3), 270-279. doi: 10.1002/j.1556-6676.2014.00155.x.

Researchers examined the relationships among perfectionism, negative career thinking, and career decision-making self-efficacy in a sample of 300 college students. Participants fell into one of four groups: adaptive perfectionists, maladaptive perfectionists, high-scoring nonperfectionists, and low-scoring nonperfectionists. The relationships found supported previous research, such as the positive relationship between perfectionism and negative career thinking. This research provides useful information and guidance for career counselors working with students.

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

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

Anthoney, S. F. & Armstrong, P. I. (2010). Individuals and environments: Linking ability and skill ratings with interests. *Journal of Counseling Psychology, 57* (1), 36-51.

This study compared individual and occupational ratings of interests, abilities, and skills based off of Holland's theory of the correspondence of individual and environmental structures. The researchers obtained occupational ratings from the U.S. Department of Labor's O'NET database and 1020 undergraduate students provided a self-rating of their interests, abilities, and skills. The results indicated that skill ratings are more effectively integrated into Holland's theory than ability ratings. No significant gender differences were found. Future research is discussed.

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.

Apfel, J.L. (2003). Depression and its treatments: A college sample. *Journal of College Student Psychotherapy, 18, 67-81.*

This article provides the results of a survey done at one institution (Hampshire College) during the Fall semester of 2001. The purpose of the survey was to gain information about the general prevalence of antidepressant use, psychotherapy, preferred treatment methods for depression, client perceptions of helpfulness. The author used the information gathered by the survey to analyze consistency with the current status of the managed care system.

Arbona, C., & Jimenez, C. (2014). Minority stress, ethnic identity, and depression among Latino/a college students. *Journal of Counseling Psychology, 61(1), 162-168.*

Minority stress is the experience of stress in negative situations in which the individual's membership in a minority population is a salient aspect of the interaction. The purpose of this study was to examine how minority stress is associated with depressive symptoms among Latino/a college students. Ethnic identity as a moderator between minority stress and depression symptoms was also examined. Participants, 309 Latino/a students, completed the College Stress Scale (CSS), Minority Status Stress Scale (MSSS), Center for Epidemiologic Studies Depression Scale (CES-D), and Multigroup Ethnic Identity Measure-Revised (MEIM-R). Findings revealed that minority stress in the areas of academic concerns and negative perceptions of the campus climate are uniquely associated to depressive symptoms. Ethnic identity was not found to moderate the relation of minority stress to depression.

Archer, J., Jr., & Cooper, S. (1999). An initiator-catalyst approach to college counseling outreach. *Journal of College Counseling, 2(1), 76-88.*

This article advocates an activist, initiator-catalyst approach to counseling college students that attempts to influence larger systems and groups than are typically targeted by college counselors. This approach emphasizes counseling center staff as change agents. Suggestions for those interested in this approach, and some campus examples are included.

Archer, J., Jr., Cooper, S.E., & Whitaker, L.C. (2002). Chapter 18: Synthesis and summary. *Journal of College Student Psychotherapy, 16(3/4), 287-295.*

This chapter summarizes the 16 cases presented above that illustrate the uses of brief therapeutic intervention.

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.

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

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

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.

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

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

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

Researchers recruited 2,057 individuals in college and 1,213 currently not enrolled. Interviews were conducted to understand DSM-5 substance abuse disorders and their prevalence, remission,

and treatment. In college students, past-year SUD diagnoses appeared in 39.6% of the sample, and 44.5% in those not in college. In the students who were not attending college, there was a higher rate of tobacco use and more than one DSM-5 SUD diagnosis. Two-fifths of college students reported at least one SUD diagnosis in the last year, and abstinence from SUDs is also very rare among the sample.

Arterberry, B. J., Martens, M. P., Cadigan, J. M., & Smith, A. E. (2012). Assessing the dependability of drinking motives via generalizability theory. *Measurement and Evaluation in Counseling and Development*, 45(4), 292-302.
<http://dx.doi.org/10.1177/0748175612449744>

Researchers used Generalizability Theory (GT) to investigate the reliability of the Drinking Motives Questionnaire-Revised (DMQ-R). Generalizability Theory has been found to be a comprehensive measure of reliability as analyses involve investigating the variability in scores that are related to different sources. Participants were 367 university students who had received a judicial sanction from the university as a consequence for an alcohol related offense. Overall, results indicated that the DMQ-R was a reliable measure for assessing participants' motives for alcohol use. Researchers concluded that the DMQ-R could be a valuable tool for practitioners to use for tailoring their interventions when working with college students who are living with alcohol abuse.

Artime, T. M., & Buchholz, K. R. (2016). Treatment for sexual assault survivors at university counseling centers. *Journal of College Student Psychotherapy*, 30(4), 252-261. doi:10.1080/87568225.2016.1219610

Presented is a preliminary investigation of the nature of sexual assault services at university counseling centers focused on three main questions: (a) what services do UCCs commonly provide to sexual assault victims, (b) what are the credentials and trauma-focused training of clinicians providing sexual assault services in UCCs, and (c) what are the mental health professionals' perceptions of the effectiveness of the counseling interventions they use with victims of sexual assault. Participants included 69 mental health professionals representing various types of colleges and universities. All respondents reported that their center provides some form of service to sexual assault victims. One-fifth of the centers surveyed refer victims to off-campus counseling services. The authors make several recommendations based on their research including institutional level program evaluation of sexual assault services.

Ashby, J.S., & Bruner, L.P. (2005). Multidimensional perfectionism and obsessive compulsive behavior. *Journal of College Counseling*, 8, 31-40.

This study examined the relationship between both pathological and non-pathological forms of obsessive-compulsive behavior and a multidimensional view of perfectionism. A convenience sample of undergraduates enrolled at midsize, Midwestern university provided demographic information and completed the Almost Perfect Scale-Revised (APS-R), the Maudsley Obsessional-Compulsive Inventory (MOC), and the Compulsiveness Inventory (CI). Results indicated that maladaptive perfectionists engaged in more doubting and slowness behaviors than did adaptive perfectionists.

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

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

Ashrafioun, L., Bonar, E., & Conner, K. R. (2016). Health attitudes and suicidal ideation among university students. *Journal of American College Health, 64*(3), 256-260.

Although examining aspects such as emotional health, mental health, and service utilization are all aspects of suicide prevention, healthy-related factors also merit examination. For example, sleep problems, being overweight, heavy drinking, and tobacco use are all associated with increased risk of suicidal ideation. Health attitudes are defined as the extent to which an individual sees their health behaviors as favorable or unfavorable. The authors of this study assessed the relationship between health attitudes, health behaviors, and suicidal ideation among a sample of 690 undergraduate college students. Positive health attitudes were negatively associated with suicidal ideation after accounting for covariates. This research supports an independent relationship between health attitudes and suicidal ideation.

Asidao, C., & Sevig, T. (2014). Reaching in to reach out: One counseling center's journey in developing a new outreach approach. *Journal Of College Student Psychotherapy, 28*(2), 132-143. doi:10.1080/87568225.2014.883881

This article describes a self-assessment process used by one counseling center serving a large, public Midwestern university. The self-assessment was conducted to find the means to respond to increasing numbers of students coming to campus with mental health problems yet no systematic initiatives being developed to respond to them, and the challenge presented by the influx of diverse groups of students. The article describes the process and the resulting outreach program in detail.

Aten, J.D. (2004). Improving understanding and collaboration between campus ministers and college counseling center personnel. *Journal of College Counseling, 7*(1), 90-96.

This article expresses principles for enhancing collaboration between campus ministers and college counseling center personnel. The author gathered information from the literature and from campus ministers who served at a diversity of campuses. They were asked to respond to questions such as "If applicable, please describe one positive example of collaboration between campus ministers and college counseling center personnel that you have observed or experienced." Principles for enhancing collaboration include: examine personal beliefs,

recognize unique religious beliefs, take the initiative, assess and identify mental health needs, make services known and expand method of delivery.

Atkinson, D.R., Abreu, J.M., Ortiz-Bush, Y., & Brewer, S. (1998). Mexican American and European American college students' beliefs about causes, cures, and sources of help for anxiety. *Journal of College Counseling, 1*, 66-80.

This study compared the causes, cures and sources of help for anxiety for Mexican American and European American college students. A convenience sample of undergraduates enrolled in either a California public university or community college completed a questionnaire developed for this study consisting of demographic data, a Beliefs About Anxiety Scale, and a Short Acculturation Scale. Results provided evidence that there were no differences between the two ethnic groups about the causes of anxiety, differences were found in beliefs about the cure for anxiety. Unexpected gender differences were found for both ethnic groups.

Atkinson, D.R., Kim, B.S.K., & Caldwell, R. (1998). Ratings of helper roles by multicultural psychologists and Asian-American students: Initial support for the three-dimensional model of multicultural counseling. *Journal of Counseling Psychology, 45*(4), 414-423.

Atkinson, Thompson, and Grant (1993) have proposed a three dimensional model for counseling racial/ethnic minority clients. This article describes two studies that examined support for the helping roles described in the model. Helping roles are described as adviser, advocate, change agent, consultant, counselor, indigenous healing, indigenous support, and psychotherapist. Eight vignettes reflecting the three dimensions of the model were developed. Each vignette consisted of a one or two sentence description of a low or high acculturated person who was either experiencing or about to experience a problem with an internal or external etiology. The eight vignettes served as stimuli for helper activity items (an activity that a helper might initiate) that respondents rated for degree of helpfulness. Respondents were psychologists interested and experienced in multicultural issues. The results of study one provides a strong endorsement for six of eight helping roles recommended by the model.

Aubuchon-Endsley, N. L., & Callahan, J. L. (2014). Exploring pretreatment expectancies in an campus mental health setting: The validation of a novel expectancies measure. *Journal of College Counseling, 17*, 64-79. doi:10.1002/j.2161-1882.2014.00048.x

These authors examined the statistical strengths and clinical utility of a novel expectancy measure in the college counseling context. The measure appeared to be a potentially valuable tool for identifying client pretreatment expectancies that could adversely affect treatment outcomes.

Avalos, L.C. & Tylka, T.L. (2006). Exploring a model of intuitive eating with college women. *Journal of Counseling Psychology, 53*(4), 486-497.

Intuitive eating is defined as a strong connection with, understanding of, and eating in response to internal physiological hunger and satiety cues coupled with a low preoccupation with food. This article describes a model of intuit and intrapersonal variable thought to predict body appreciation and intuitive eating to the female college population. Participants in the study included a convenience sample of 181 women from a large, Midwestern university who completed surveys related to the model's constructs. Results verified that the model provided a good fit between the model's predictive ability and the responses of the women surveyed.

Aviña, V., & Day, S. X. (2016). Eating disorders: Explanatory variables in caucasian and Hispanic college women. *Journal of College Counseling, 19*(1), 31-44. doi:10.1002/jocc.12029

The authors of this study examined ethnicity, ethnic identity, behavioral symptoms of eating disorders, and attitudinal symptoms of eating disorders, as well as the associations of these variables with each other, to confirm or challenge earlier research findings. A convenience sample of female students attending a large, public university located in the Southeastern U.S. completed the Eating Disorder Examination Questionnaire, the Multigroup Ethnic Identity Measure, and the Sociocultural Attitudes Towards Appearance Questionnaire, the Short Acculturation Scale for Hispanics. Correlational analysis, multivariate analysis of variance, and regression analysis suggested more similarities than differences between Hispanic and Caucasian college women in terms of eating disorders.

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.

Backels, K. & Wheeler, I. (2001). Faculty perceptions of mental health issues among college students. *Journal of College Student Development, 42*(2), 173-176.

This preliminary study's goal was to assess faculty perceptions of the effects of student mental health issues on academic functioning. Faculty at a public, Eastern university were asked to evaluate the effect of different presenting problems. They were also asked how likely it was that they would provide flexibility to students experiencing the problem and if they would refer the student to counseling. The majority of the 34% of the faculty who responded perceived mental health issues as having an impact on academic functioning. However, they were not as likely to extend flexibility, although they reported that they were likely to refer students for counseling.

Baez, T. (2005). Chapter 4: Evidenced-based practice for anxiety disorders in college mental health. *Journal of College Student Psychotherapy*, 20(1), 33-48.

This review summarizes evidence-based treatment for anxiety disorders, including clinically important factors and variables, within the college and university population.

Baker, M. R., Frazier, P. A., Greer, C., Paulsen, J. A., Howard, K., Meredith, L. N., . . . Shallcross, S. L. (2016). Sexual victimization history predicts academic performance in college women. *Journal of Counseling Psychology*, 63(6), 685-692.

This study examined the relation between SV history and academic performance. Academic performance was measured by end-of-semester cumulative GPA, final GPA at 4-year follow-up, and leaving college. Data was collected using two longitudinal studies. The study's findings were replicated in both studies. The findings indicated that exposure to more types of SV predicted poorer college academic performance in women.

Baker, M. R., Nguyen-Feng, V. N., Nilakanta, H., & Frazier, P. A. (2020). Childhood maltreatment predicts daily stressor exposure in college students but not perceived stress or stress reactivity. *Journal of Counseling Psychology*, 67(1), 79–89.

It is important for clinicians who work with college students to be aware that many have experienced some form of child maltreatment. Thus, an assessment of maltreatment could be beneficial. This study aimed to investigate the role of childhood maltreatment in explaining individual differences in daily stress processes. Participants included 253 college students who completed the Childhood Trauma Questionnaire and a measure of neuroticism at baseline. Students then completed nightly surveys over the span of 14 days to assess their exposure to daily stressors, perceived severity of stress, and negative affect. Results showed that students who have experienced maltreatment reported more daily stressors and increased daily negative mood. Additionally, these students did not perceive their stressors as more severe nor react to them more strongly when compared to students who did not experience maltreatment. The authors suggest that clinicians assess stressor exposure separately from stress reactions and that interventions aimed at reducing stressors in students' may be more effective for those with a history of maltreatment.

Baker, T. R. (2009). Notifying parents following a college student suicide attempt: A review of case law and FERPA, and recommendations for practice. *NASPA Journal*, 46(4), 674-694.

This article written by an associate dean of students discusses legal implications of disclosure to parents, decision-making about parental disclosure, possibility of subsequent self-harming behavior by the student, and other factors and issues surrounding parental notification following a college student suicide attempt.

Balkis, M., & Duru, E. (2018). Procrastination, self-downing, self-doubt, and rational beliefs: A moderated mediation model. *Journal of Counseling & Development*, 96(2), 187–196.

Procrastination is the human tendency to delay required tasks which impacts students' mental health. Researchers have theorized relationships between procrastinating behaviors and self-downing as well as between self-doubt and procrastination. This study examined whether the relationship between self-downing and procrastination is mediated by self-doubt and whether the mediating effect of self-doubt is moderated by rational beliefs. The study included a sample of 316 Turkish undergraduate university students. Findings suggest variability in the indirect effect of self-downing on procrastination via the mediation of self-doubt dependent on the level of rational beliefs.

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

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

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.

Banks, K. H. (2010). African American college students' experience of racial discrimination and the role of college hassles. *Journal of College Student Development, 51*(1), 23-34.

This study examined the relationship between college student racial discrimination and depressive symptoms. Findings suggest the relationship between racial discrimination and depressive symptoms is mediated by the daily hassles of racial discrimination and of college life. Implications are that by reducing the general daily hassles of college life, the indirect relationship between discrimination and depression might be reduced.

Bannon, R. S., Brosi, M. W., & Foubert, J. D. (2013). Sorority women's and fraternity men's rape myth acceptance and bystander intervention attitudes. *Journal of Student Affairs Research and Practice, 50*(1), 72-87.

The primary research question for this study was: Are there differences between fraternity men and sorority women in their bystander efficacy and bystander willingness to intervene in a sexual assault situation? A secondary research question explored whether there was a difference in the rape myth acceptance (RMA) between fraternity men and sorority women. The sample for this study consisted of 796 undergraduate student who were active sorority and fraternity members for at least one semester at a large, public, Midwestern university . Several scales were administered to participants including the Bystander Efficacy Scale, the Bystander Willingness to Help Scale, and the Illinois Rape Myth Acceptance Scale. Results demonstrated that sorority women were more rejecting of rape myths and were more willing to intervene than fraternity men. However, no difference in bystander efficacy was found.

Banyard, V. L., Moynihan, M. M., & Crossman, M. T. (2011). Reducing sexual violence on campus: The role of student leaders as empowered bystanders. *Journal of College Student Development, 50*, 446-457.

Using psychoeducation and outreach to promote positive, engaged bystander actions in sexual violence situations is a growing trend on campuses. This study reported positive outcomes of one pilot bystander program targeting student leaders.

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.

Bardone-Cone, A.M, Weishuhn, A. S., & Boyd, C. A. (2009). Perfectionism and bulimic symptoms in African American college women: Dimensions of perfectionism and their interactions with perceived weight status. *Journal of Counseling Psychology*, 56 (2), 266-275.

African-American women are at a lower risk for eating disorders such as anorexia nervosa and bulimia nervosa compared to Caucasian women. This study examines the relations between perfectionism and bulimic symptoms in African American women. Ninety-seven women completed a set of questionnaires at two different points, 5 months apart. The results indicated that women with high levels of maladaptive perfectionism the felt overweight exhibited higher levels of bulimic symptoms. Suggestions for future research are provided.

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.

Barker, S. B., Barker, R. T. and Schubert, C. M. (2017), Therapy Dogs on Campus: A Counseling Outreach Activity for College Students Preparing for Final Exams. *Journal of College Counseling*, 20, 278-288. doi:10.1002/jocc.12075

The authors of this article describe a stress-reducing outreach activity for students – therapy dogs. Planning, implementation and an evaluation summary are discussed.

Barnard, J. D. (2016). Student-athletes' perceptions of mental illness and attitudes toward help-seeking. *Journal of College Student Psychotherapy*, 30(3), 161-175. doi:10.1080/87568225.2016.1177421

The authors of this study examined the attitudes toward mental illness and help-seeking among college student-athletes. Participants who were enrolled at one of three institutions: a Division I public university in an urban setting, a private Division III college in an urban setting, or a Division I private university also in an urban setting. They answered questions from three separate scales the Devaluation-Discrimination Scale, a social distance scale, and the Attitudes Toward Seeking Professional Psychological Help Scale. Participants s were also asked to complete the Athletic Identity Measurement Scale. Findings included that student-athlete participants had significantly higher expectations of discrimination based on mental illness, that gender predicted help-seeking behavior; women athletes were likelier to seek help than male athletes, and that student-athletes in this study were just as likely to seek help as student nonathletes.

Barnette, V. (2001). Chapter 3: Resolving PTSD Through Time Limited Dynamic Psychotherapy. *Journal of College Student Psychotherapy*, 16(1/2), 27-41.

Short term psychodynamic therapy (12 sessions) was successfully utilized to address several issues presented by a female, African American student. These issues included spirituality, race, rape, and family dynamics.

Baron, J., Bierschwale, D., & Bleiberg, J.R. (2006). Clinical implications of students' use of online communication for college psychotherapy. *Journal of College Student Psychotherapy*, 20(3), 69-77.

Article provides case studies that illustrate the effects of online communication in the psychotherapeutic process.

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

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

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

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

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

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

Barth, F. D. (2015). Alexithymia, affect regulation, and binge drinking in college students. *Journal of College Student Psychotherapy*, 29(2), 132-146. doi:10.1080/87568225.2015.1008369

This article discusses Alexithymia, manifesting as general difficulties using language to process emotion, and how a clinical understanding of this construct can be helpful when intervening with college students who engage in binge drinking.

Barton, A. L., & Hirsch, J. K. (2016). Permissive parenting and mental health in college students: Mediating effects of academic entitlement. *Journal of American College Health*, 64(1), 1-8.

College students may experience mental health difficulties due to the significant changes from home expectations to college expectations. Parenting behaviors have been associated with outcomes within the college setting. Authoritative parenting styles have been linked to lower student depression and anxiety and better adjustment to college. Conversely, permissive parenting styles have been related to higher levels of student negative affect. Authors of the current study examined the role of academic entitlement as a mediator of the relationship between permissive parenting and psychological functioning. Academic entitlement is defined as a student's belief that they are owed more in the academic setting than is proportionate to their effort. Permissive parenting was related to higher levels of academic entitlement and lower well-being, particularly for males. Academic entitlement was associated with greater levels of depressive symptoms. Females with permissive fathers had greater levels of depression while males with permissive mothers had higher levels of depression.

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

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

Bates, J.K., Accordino, M.P., & Hewes, R.L. 2010). Functions of marijuana use in college students. *Journal of College Student Development*, 51 (6), 637-648.

The authors of this study examined the prevalence, perceived consequences, and functional sets of marijuana use, as well as its effect on academic achievement among male and female college students. Participants included male and female students from a small private school in New

England. Functional factors of personal/physical enhancement as well as activity enhancement were significant predictors of 30-day marijuana use for student living on and off campus.

Bauman, S. & Lenox, R. (2000). A psychometric analysis of a college counseling center intake checklist. *Journal of Counseling Psychology, 47(4), 454-459.*

A psychometric analysis was conducted on a university counseling center intake problem checklist. Results indicated adequate internal consistency. Cluster analysis suggested 5 client profiles with implications for treatment planning and outreach efforts.

Bauman, S.S.M., Wang, N., DeLeon, C.W., Kafentzis, J., Zavala-Lopez, M.A., & Lindsey, M.S. (2004). Nontraditional students' service needs and social support resources: A Pilot Study. *Journal of College Counseling, 7(1), 13-17.*

This exploratory study gathered information and assessed needs of nontraditional students at a branch campus of a research university located in the northwest. Participants completed a survey questionnaire responses to which indicated that most frequently, students indicated that the reasons that they had returned to school were career, self-improvement and family issues. They also reported that they would likely use campus services, especially career counseling. The majority reported strong social support from family and friends.

Bayne, H. B. (2016). Helping gay and lesbian students integrate sexual and religious identities. *Journal of College Counseling, 19(1), 61-75. doi:10.1002/jocc.12031*

This article explores the impact of sexual and religious identity on college student development, examining developmental models and discussing how counselors can assist gay and lesbian students with integrating these 2 personal identities. Treatment approaches are presented, and the article concludes with an examination of ethical and professional considerations.

Beecher, M.E., Rabe, R.A., & Wilder, L.K. (2004). Practical guidelines for counseling students with disabilities. *Journal of College Counseling, 7(1), 83-89.*

General interaction guidelines and seven themes that frequently arise when counseling or advising students with disabilities are discussed.

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.

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

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

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

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

Benshoff, J.M. (1998). *On creating a new journal for college counseling. Journal of College Counseling, 1(1), 3-4.*

The editor discusses the process of creating a new professional journal and his vision for it.

Benshoff, J. M., Cashwell, C. S., & Rowell, P. C. (2015). *Graduate students on campus: Needs and implications for college counselors. Journal of College Counseling, 18(1), 82-94. doi:10.1002/j.2161-1882.2015.00070.x*

Graduate students are significant populations on many campuses. However, institutions of higher education often have not addressed adequately their status as adult students with different developmental and life issues and concerns. This article describes the means that practitioners can identify the needs of graduate students on their campus, discusses counseling services many graduate students need to achieve education and life goals, and makes recommendations for college counselors to more effectively address the range of these needs.

Benshoff, J.M., & Flint, L.J. (2006). *Review and analysis of the Journal of College Counseling: 1998-2005. Journal of College Counseling, 9(1), 20-28.*

This article undertakes a systematic examination of the content of the *Journal of College Counseling*. The authors reviewed all articles published between the journal's inception in 1998 and the Spring 2005 issue. The analysis included the section of the journal in which an article appeared, whether the article was based on empirical evidence, subject, author, and the editorial board composition.

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

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

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

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

Berger, C. Angera, J.J., Rawls, D.T., Rappaport, E.B., & Black, R.J. (2002). College counseling centers with counselors in private practice: Guidelines to negotiate ethical challenges. *Journal of College Counseling, 5(2), 99-104.*

The authors report guidelines that they developed to cover those instances when counseling center staff that operate a private practice also see students in that practice. This dual relationship has the potential to create confusion and ethical dilemmas that the guidelines were designed to manage. The process used to develop the guidelines is discussed and the guidelines are included in an appendix.

Berkel, L.A., & Constantine, M.G. (2005). Relational variables and life satisfaction in African American and Asian American College Women. *Journal of College Counseling, 8, 5-13.*

The purpose of this study was to explore the extent to which specific relational variables were predictive of life satisfaction among African American and Asian American college women. A convenience sample of undergraduates enrolled at a predominantly White university in the Midwest provided demographic information and completed the Relational-Interdependent Self-Concept Scale, the Interpersonal Relational Harmony Inventory, the Family Conflicts Scale, and the Satisfaction With Life Scale. Findings revealed that relational-interdependent self-concept and relationship were positively predictive of life satisfaction in African American and Asian American college women. The authors thus conclude that for their sample, the more African American and Asian American women define themselves in terms of other individuals with whom they have a close relationship and the more harmony they report in their close relationships, the more likely they are to feel satisfied with their lives.

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

Culturally derived career counseling groups constitute a potentially promising way of providing supportive experiences for Latino/college students. These groups can facilitate Latino/a students' help-seeking behavior, address general college transition needs, add new coping skills, resolve

developmental issues, and respond to career concerns. The author finds these groups useful for promoting overall Wellness; improving academic performance, retention, and graduation rates; and enhancing successful transitioning into the job market and/or the continuation of post-graduation plans. Group design, recruitment strategies, and roles are discussed.

Bettis, A. H., Coiro, M. J., England, J., Murphy, L. K., Zelkowitz, R. L., DeJardins, L., & ... Compas, B. E. (2017). Comparison of two approaches to prevention of mental health problems in college students: Enhancing coping and executive function skills. *Journal of American College Health, 65*(5), 313-322.

While stress need not always be present for the development of anxiety and depression, it is often a precursor. This study examined a coping skills group and an on-line cognitive training program aimed at reducing stress and preventing psychopathology. 62 student participants were randomly assigned to either the coping skills group or cognitive training group. The goal of the coping skills group, which consisted of six weekly group sessions, was to teach students about stress and health and assist students in developing adaptive coping skills to manage stress. The cognitive training intervention consisted of games that tapped into one of three executive functioning categories: working memory, attention control/inhibition, and shifting/cognitive flexibility. Measures of stress, coping, executive function, and symptoms of anxiety, depression and attention-deficit hyperactivity disorder (ADHD) were tested before and after the intervention. Results indicated that both groups experienced a decrease in social stress, executive function difficulties, and anxiety symptoms. Those in the cognitive program improved more on measures of behavior regulation and ADHD symptoms.

Biddix, J. P. (2016). Moving beyond alcohol: A review of other issues associated with fraternity membership with implications for practice and research. *Journal of College Student Development, 57*(7), 793-809. doi:10.1353/csd.2016.0079

This review of current literature focused on issues related to members of fraternities, and issues related to sex, substance use, process addictions, issues related to academics, and use of fake identification (ID). The results were broken down into subcategories. When examined issues related to sex, the results suggest that membership to a fraternity, and the behaviors related to membership contributed to the presence of sexual aggression and rape myths within the culture. Although membership in a fraternity and the presence of hypermasculine behaviors did show an increase in hostile attitudes, but it was not a significant difference from non-fraternity members. Results also suggest that although fraternity parties are deemed 'riskier' there is not a significant difference in sexual assault cases stemming from fraternity-related party than there are from parties that are not fraternity related. General drug use was not found to be higher for fraternity members, but cigarette smoking was found to be higher for fraternity members when compared to non-fraternity members, and it was found to have sustained use. This review also included a study that reviewed the incidents of hazing on one campus, and it was found that the higher level of hazing incidents occurred within the Greek-lettered community followed by varsity athletes. Implications for this study suggest that practitioners working directly with fraternity and sorority members can provide programming that link the university priorities and guidelines with fraternity and sorority values. Utilizing peer support and education is another effective approach to allow students the opportunity to investigate alternative health behaviors on campus. Further,

members of the Greek-lettered community can be linked by staff members in Fraternity and Sorority Life to other campus programs that share similar values of those organizations. By linking students with other departments and offices students can explore their values and become more committed to the campus environment.

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

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

Bigard, M.F., & Rapaport, R.J. (2006). Therapeutic community principles guide systemic responses to student self-injurious behavior. *Journal of College Counseling, 9(1), 70-89.*

Self-Injurious Behavior (SIB) is a volitional act to harm oneself without an intent to die. There is little agreement on how to treat SIB, although underlying issues often include past childhood trauma. The authors provide a framework to guide clinical practice, promote a safe living/learning environment, and inform policy development. A case example is provided.

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.

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.

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

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

Birky, I.T. (2005). Chapter 2: Evidence-based and empirically supported college counseling center treatment of alcohol related issues. *Journal of College Student Psychotherapy, 20*(1), 7-21.

This article summarizes the extant literature regarding empirical evidence-based counseling strategies when treating alcohol-related issues.

Bishop, J.B. (2000). An environmental approach to combat binge drinking on college campuses. *Journal of College Student Psychotherapy, 20*, 33-51.

The student climate on many campuses is dominated by the presence and consequences of alcohol. During the decade of the 1990s, The Harvard School of Public Health conducted extensive national surveys that alcohol abuse and its consequences among college students was a growing national problem. The results of the Harvard surveys led many to the conclusion that the environment on and around our campuses is one which contributes to and sustains the problems associated with high-risk drinking. At one public, flagship, eastern university, this led to an initiative that treated alcohol abuse as a public health issue. This article identifies the major features and strategies and lessons learned from this approach at one institution.

Bishop, J.B. (2002). Students with histories of counseling: Implications for counseling centers and other administrative units. *Journal of College Student Development, 43*(1), 130-133.

The purpose of this study was to determine what Efforts College and university counseling center directors make to collect and report data about clients with histories of previous counseling treatment. Seventy-two percent of a sampling of members of the Association of Counseling and College Counseling Center Directors indicated a belief that greater numbers of counseling center clients have a prior history of treatment than previously.

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

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

Bishop, J. B. (2016). A Wish list for the advancement of university and college counseling centers. *Journal of College Student Psychotherapy*, 30(1), 15-22. doi:10.1080/87568225.2016.1105651

The author offers his wishes for the support that would sustain and advance college counseling centers. Included among his longings are : 1) a unified voice that would be (a) strong enough to effectively represent the best interests of our professional field and (b) positioned strategically enough to influence important issues at the local, state, and national levels; 2) more campus counseling units would understand the value of being accredited and how that process and status can serve to protect and further develop the counseling unit, and 3) an understanding that works in a counseling center is an area of specialization within the mental health field that may require additional training and/or education.

Bishop, J. B. (2016). What they never told me about being a counseling center director. *Journal of College Student Psychotherapy*, 30(4), 226-231. doi:10.1080/87568225.2016.1219607

The reflections of a retired counseling center director should be required reading for anyone considering this leadership position. Included focal points are: No one is 100% prepared to assume the role of a college or university counseling center director - It can be lonely in the middle - Not everyone will like you - The role of being a crisis manager may be the most valued service a counseling center director provides to the campus - Among the most critical decisions that counseling center directors make are those involving the recruitment and hiring of personnel Contesting for resources also is a constant part of the job.

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.

Bishop, J.B., Downs, T.T., Cohen, D. (2008). Applying an environmental model to address high risk drinking: A town/gown case study. *Journal of College Student Psychotherapy*, 22(4),3-16.

This article presents an innovative approach to high-risk college student drinking which emphasizes partnerships among campus constituencies, including faculty, staff, and students, as well as local community constituencies, including county and city leaders.

Bishop, J.B., Lacour, M.A.M., Nutt, N.J., Yamada, V.A., & Lee, J.Y. (2004). Reviewing a decade of change in the student culture. *Journal of College Student Psychotherapy*, 18(3), 3-30.

The article reviews the literature related to changes in the student culture during the period of 1992-2002. Included are changes in student social and political values, religious and spiritual values; changes in student behaviors including those related to academic integrity, alcohol and drug use, suicide, and eating disorders; changes in interpersonal behaviors and attitudes including sexuality and relationships, violence, and dealing with diversity. Developmental issues are addressed including college readiness, distrust in leaders and institutions, and psychological and emotional health

Bishop, K. K. (2016). The relationship between retention and college counseling for high-risk students. *Journal of College Counseling*, 19(3), 205-217. doi:10.1002/jocc.12044

This research explored the impact of counseling services on retention at 4-year institutions, including when high-risk students will benefit from additional deliberate interventions. The author also assessed the differences between retention rates for high-risk students who use counseling services and those who do not and appraised the relationship between counseling services and retention for a population other than those diagnosed with mental illness. Results of chi-square and regression analyses indicated a significant difference in retention between high-risk and low-risk students who used counseling services and that a student's risk for dropout did not vary significantly over time based on risk level or use of counseling.

Black, N., & Mullan, B. (2015). An intervention to decrease heavy episodic drinking in college students: The effect of executive function training. *Journal of American College Health*, 63(4), 280-284.

Heavy episodic drinking (HED) consists of 4 or more drinks in a single occasion for women and 5 or more for men. While many risks are associated with HED, it is a common occurrence

among college students. Self-regulation, the ability to monitor and alter cognition, emotions, and behaviors is believed to be related to alcohol consumption. This pilot study examined a planning-ability, executive function (EF) intervention to reduce HED. Using the AUDIT-C, 55 heavy-drinking first-year college students were identified to participate in this online study. To increase planning ability, an intervention group was given progressively more difficult tasks to challenge planning ability. This group was compared with a control group that was given the same type of tasks but at an easier and more consistent level. When the intervention did not affect the frequency of HED, it was successful in reducing the average and maximum per-occasion alcohol consumption. The experiment group consumed 1.7 standard drinks fewer than then the control group on typical occasions and 2 standard drinks fewer on peak occasions.

Blackmon, S. M., Neville, H. A., & Jones Thomas, A. (2019). Ideology matters: College students' emotional reactions to the killing of Trayvon Martin. *The Counseling Psychologist*, 47(6), 909–937.

This study sought to build on previous research by exploring the relationships between and indirect effects of race, intergroup ideologies, and emotional reactions to the killing of Trayvon Martin and acquittal of George Zimmerman. Participants included 298 Black and White college students. Analyses revealed three intergroup ideological classes which included racial hierarchy-enhancing ideology, universal hierarchy-enhancing ideology, and critical reflection attenuating ideology. Students who were a part of the critical reflection attenuating ideology demonstrated greater prosocial emotional responding compared to the other two ideological groups. Ethnocultural empathy was also found to have an indirect effect on the relationships between race, intergroup ideological classes, and emotional responding. Authors highlight the role that counseling psychologists can have in developing education-based interventions that could promote critical consciousness.

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.

Blau, G., & DiMino, J. (2019). Prepared for counseling: Introducing a short scale and correlates. *Measurement & Evaluation in Counseling & Development*, 52(4), 274–283.

This article addresses the development of a short scale instrument measuring the construct prepared for counseling (PFC). The researchers critiqued the use of longer instruments of this construct as they can lead to survey fatigue, nonresponse bias, and missing data which create

barriers for college counseling centers that aim to enhance programs and services through conducting practice-based research. The developed survey was given to 112 undergraduate students that presented to a university counseling center. The survey included the following content sections: background variables, perceptions, feelings, PfC, and how counseling was discontinued. Confirmatory factor analyses results suggested that PfC could be adequately measured using a three-item scale. However, more follow-up research is needed to assess preliminary validation of this scale.

Blau, G., DiMino, J., DeMaria, P. A., Beverly, C., Chessler, M., & Drennan, R. (2016). Social connectedness and life satisfaction: Comparing mean levels for 2 undergraduate samples and testing for improvement based on brief counseling. *Journal of American College Health, 64(8), 585-592.*

Social connectedness positively affects college student life satisfaction. Social connectedness is defined as feeling a sense of belonging with others. Successful peer relationships and perceived sense of belonging all play into successful adjustment to college. This study compared the mean levels of social connectedness and life satisfaction and analyzed their relationship. Three groups were created in this study, a not-in-counseling (NIC) sample, an initial counseling session (ICS) sample, and a brief counseling (BC) sample. Results indicated that the NIC group had higher social connectedness and life satisfaction when compared to the ICS group. The BC sample had an increase in social connectedness and life satisfaction.

Bleiberg, J.R., & Baron, J. (2004). Entanglement in dual relationships in a university counseling center. *Journal of College Student Psychotherapy, 19(1), 21-34.*

In a dual relationship a clinician operates within two or more different sets of boundaries. The authors submit the following five principles that they derived from their practice. Two case studies are offered for illustration.

Bloom, Z. D., & Dillman Taylor, D. (2020). The online dating intensity scale: Exploratory factor analysis in a sample of emerging adults. *Measurement & Evaluation in Counseling & Development, 53(1), 1-16.*

Online dating research literature is in its infancy and lacks an established, empirically supported instrument that can be used to compare results and create consistency between studies. Furthermore, to meet the needs of clients who engage in online dating, counselors could benefit from having an instrument to assess the intensity of clients' use of online dating services. This study modified a preexisting instrument, the Facebook Intensity Scale (FBI), to develop the Online Dating Intensity Scale (ODI). The ODI aims to measure the intensity of young adults' use of online dating services. For this study, the ODI was administered to a convenience sample of undergraduate and master's-level college students between 18 and 29. Results indicated adequate internal consistency reliability. Implications for counseling professionals are also discussed.

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

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

Blosnich, J. R., Kopacz, M. S., McCarten, J., & Bossarte, R. M. (2015). Mental health and self-directed violence among student service members/veterans in postsecondary education. *Journal of American College Health, 63*(7), 418-426.

While there has been an increase in research on service members and suicide risk, little research has been conducted on service members who are also enrolled in higher education. The following study examined the prevalence of psychiatric diagnoses and suicide-related outcomes along with associations of mental health and hazardous duty for student service members/veterans (SSM/V). Data was collected from the Fall 2011 National College Health Assessment. Logistical regression found that SSM/Vs had higher probabilities of self-harm than those student without military experience. While hazardous duty was positively associated with twice the likelihood of a psychiatric diagnosis it was negatively associated with suicidal ideation.

Blue, H.C., Sanfilippo, L.C., & Young, C.M. (2007). Chapter 7: The pharmacological treatment of depression in college age students: Some principles and precautions. *Journal of College Student Psychotherapy, 21*(3/4), 149-178.

The authors propose principles that can guide the diagnosis and pharmacological treatment of depression in college age students.

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

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

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

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

Boehm, M. A., Lei, Q. M., Lloyd, R. M., & Prichard, J. R. (2016). Depression, anxiety, and tobacco use: Overlapping impediments to sleep in a national sample of college students. *Journal of American College Health*, 64(7), 565-574.

Independently depression, anxiety, and tobacco use have been linked to sleep issues. Additionally, sleep quality and tobacco use have been identified as two of the most important predictors in students' sense of well-being. This study examined how tobacco use and depression/anxiety disorders are related to disturbed sleep in respondents of the Spring 2011 American College Health Association-National College Health Assessment II database. Odd ratio analyses found that depression/anxiety status was the strongest predictor of problematic sleep. Those that experienced both depression and anxiety had the highest rate of sleep problems. Depression/anxiety status showed a 2-fold increase in the probability of daily tobacco use. Daily tobacco used increased the risk for problematic sleep.

Bohon, L. M., Cotter, K. A., Kravitz, R. L., Cello, P. C., & Fernandez y Garcia, E. (2016). The theory of planned behavior as it predicts potential intention to seek mental health services for depression among college students. *Journal of American College Health*, 64(8), 593-603.

Some barriers to seeking mental health care include lack of knowledge about mental health disorders or negative attitudes associated with seeking care. The Theory of Planned Behavior (TPB) examines a person's attitudes about behavior (i.e. seeking services), their subjective beliefs about what others think about that behavior, and perceived barriers. While TPB has been used to predict the intention to seek mental health services in other populations, it has not been applied to the college student sample. The authors in this study examined attitudes, social norms, and perceived behavioral control in relation to intention to seek mental health services. Barriers to care-seeking were also explored. Students who had positive attitudes towards mental health services, perceived their peer group as having positive attitudes, and perceived less barriers to care had greater intention to seek mental health care for depression. Subjective norms were not associated with intention to seek mental health services. Attitude was the strongest predictor of intention to seek mental health services. Cost of treatment was rated as the greatest barrier to seeking services.

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.

Bolaski, J.A., & Gobbo, K. (1999). Support Groups for college students with attention deficit disorders. *Journal of College Student Counseling*, 2(2), 184-187.

The authors provide a review of the challenges and issues for students afflicted with Attention Deficit Disorders and describe the benefits of providing a support group for these students and a protocol for counselor facilitators.

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

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

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

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

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

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

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

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

Bonar, E. E., Bohnert, K. M., Walters, H. M., Ganoczy, D., & Valenstein, M. (2015). Student and nonstudent national guard service members/veterans and their use of services for mental health symptoms. *Journal of American College Health, 63*(7), 437-446.

Although studies have shown that service members/veterans (SM/V) frequently experience mental health concerns, little is known mental health status, treatment needs, and mental health service utilization of student SM/Vs. The current study compared mental health symptoms and service utilization in student and nonstudent SM/V populations. Independent-sample t tests and chi-squared analyses found that the two populations did not differ in positive screening for depression, anxiety, hazardous drinking, or PTSD. Multivariable logistic regression found that those with mental health symptoms had low levels of service utilization. Not wanting treatment on their military records and being embarrassed were barriers to treatment in this population.

Bonar, T. C. (2015). University counseling center use of prolonged exposure therapy: In-clinic treatment for students with PTSD. *Journal of College Student Psychotherapy, 29*(4), 271-288. doi:10.1080/87568225.2015.1074019

This article presents and examines two case examples of students presented with symptoms of post-traumatic stress disorder (PTSD), and who participated in a full prolonged exposure protocol within a counseling center clinic.

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

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

Bonifacio, L., Gushue, G. V., & Mejia-Smith, B. X. (2018). Microaggressions and ethnic identity in the career development of Latina college students. *The Counseling Psychologist*, 46(4), 505-529.

Social cognitive career theory was used as a framework to examine the impacts of ethnic identity and self-reported microaggression on career decision self-efficacy. Participants for this study included Latina college and graduate students (N=202). Students who endorsed higher experiences of microaggressions experienced a decreased self-confidence in their ability to perform tasks related to career decision-making as well as lower expectations for career success. Findings also indicated that Latinas who more strongly identified with their ethnic identity were more aware of negative outcomes including discrimination.

Booth, N. R., McDermott, R. C., Cheng, H.-L., & Borgogna, N. C. (2019). Masculine gender role stress and self-stigma of seeking help: The moderating roles of self-compassion and self-coldness. *Journal of Counseling Psychology*, 66(6), 755–762.

Restrictive masculine gender roles and stigma toward seeking psychological help are barrier for college men. However, previous studies suggest the presence of potential moderating variables. This study sought to examine the roles of self-compassion and self-coldness as potential moderating variables on the associations between masculine gender role stress and self-stigma of help seeking. Participants include 777 college men. Results indicated a positive association between masculine gender role stress and self-stigma and self-coldness and a negative association with self-compassion. Additionally, both self-compassion and self-coldness were significant moderating variables. The authors suggest that increasing men's self-compassion could assist them with overcoming the barrier of masculine gender role socialization related to help seeking stigma.

Borders, A., Guillen, L. A., & Meyer, I. H. (2014). Rumination, sexual orientation uncertainty, and psychological distress in sexual minority university students. *The Counseling Psychologist*, 42(4), 497–523.

This study examined the associations between sexual orientation uncertainty, rumination, and psychological distress in a sample of 207 university students. Data analysis indicated that higher levels of sexual orientation uncertainty were significantly associated with greater rumination, depressive symptoms, and perceived stress. Results found that increased rumination significantly mediated the associations between sexual orientation uncertainty and depression, perceived stress, and aggression.

Borsari, B., Read, J.P., & Campbell, J.F. (2008). Posttraumatic Stress Disorder and Substance Use Disorders in college students. *Journal of College Student Psychotherapy*, 22(3), 61-85.

The authors review the prevalence of posttraumatic stress disorder (PTSD) and substance use disorder (SUS) among college students. They then examine the co-occurrence of these disorders and provide recommendations for counselors for assessment, treatment and future directions for research.

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

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

Boucher, L. A., & Campbell, D. G. (2014). An examination of the impact of a biological anti-stigma message for depression on college students. *Journal of College Student Psychotherapy, 28*(1), 74-81. doi:10.1080/87568225.2014.854686

Using a between-subjects experimental design, the authors of this study investigated the effects of a biologically based anti-stigma message for depression for a convenience sample of college students who were enrolled at a large state university in the Rocky Mountain West. Participants completed measures of depressive symptomatology, stigma, and demographics. Participants were then assigned either to an experimental group assigned to see a billboard presenting the message, “Depression is a brain disease,” or a control group. The biologically based anti-stigma message was rated as relatively unappealing and failed to reduce stigma or increase willingness to seek treatment.

Bowers, J. R. & Segrin, C. (2017). Transitional instability, psychological health, and sexual risk taking among college students. *Journal of Student Affairs Research and Practice, 54*(4), 400-414. doi:/10.1080/19496591.2017.13457

The authors examined the impact of transitional instability, both directly and indirectly, on psychological stress and risk-taking sexual behaviors. This study was guided by the following research questions: (a) Will there be a direct effect of transitional instability on psychological distress? (b) Will there be an indirect impact of transitional instability on psychological distress as seen through increased self-doubt? (c) Will sexual risk-taking behavior be directly impacted by transitional instability? and (d) Will sexual risk-taking behavior be indirectly impacted by transitional instability through increased self-doubt? The sample totaled 402 participants and were gathered from a larger study that was geared toward overall adult behaviors. The results suggest a strong relationship between both transitional instability and psychological distress and transitional instability and risk-taking behaviors when there was an increased level of self-doubt. Student affairs professionals can provide more programming related to self-doubt and can provide education on ways to decrease self-doubt as a way to reduce psychological distress and sexual risk-taking behaviors. Another recommendation is for universities to provide support groups for first year students to help students manage psychological distress.

Bowman, N. A. (2010). The development of psychological well-being among first-year college students. *Journal of College Student Development, 51*(2), 180-200.

This study examined background characteristics and precollege characteristics influencing first-year student psychological wellbeing. Being female, Latino/Hispanic, traditional age, and having high academic achievement and aspirations are associated with greater wellbeing at entering college. Then, during the college first year, well-being was related to several precollege attributes, including being a non-first-generation student, female, non-traditional-age, and having high academic achievement. Various college influences also are discussed. Together, these findings might have useful implications for informing counseling assessment and intervention for psychological well-being.

Bowman, N.A., & Small, J.L. (2012). Exploring a hidden form of minority status: college students' religious affiliation and well-being. *Journal of College Student Development, 53* (4), 491-509.

This study examines the relationship between college students' religious affiliations and well-being using a longitudinal sample of 14,527 students at 136 institutions. Analyses show that students who do not identify with any religious affiliation have reduced well-being compared with mainline Christian students. Engaging in religious activities and attending an institution with an inclusive religious climate are associated with greater gains in well-being. Data from the Spirituality in Higher Education project, which was conducted by the Higher Education Research Institute (HERI) and sponsored by the Templeton Foundation, were used for this study.

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

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

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

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

Boyraz, G., Granda, R., Baker, C. N., Tidwell, L. L., & Waits, J. B. (2016). Posttraumatic stress, effort regulation, and academic outcomes among college students: A longitudinal study. *Journal of Counseling Psychology, 63*(4), 475-486

This study utilizes the self-regulated learning (SRL) perspective to hypothesize that students enrolled in college who also experience high PTSD symptomology may struggle with self-regulation which negatively affects their academic performance. A longitudinal study was used to examine 484 first-year students, 60 of whom screened positive for PTSD, from fall 2013 to spring 2015. Results found that dropout rate was significantly higher for those students with PTSD. Results also suggested that students with high PTSD symptomology may experience difficulty maintaining a high GPA in their first year due to difficulties in effort regulation.

Boyraz, G., Horne, S. G., & Granda, R. (2017). Depressive symptomatology and academic achievement among first-year college students: The role of effort regulation. *Journal of College Student Development, 58*(8), 1218-1236. doi:10.1353/csd.2017.0095

This study examined the impact of students' depressive symptoms on their overall academic success. For the purposes of this study, the depressive symptoms discussed are the depressive symptoms that are present for students upon their beginning college, and academic success was described as overall GPA at the end of their first academic year. Two different studies were conducted within the sample to compare the impacts of different factors such as student's high school GPA and effort regulation (student's ability to control their attention with addressing uninteresting tasks). Study 1 sought to determine if effort regulation mediated the relationship between depressive symptoms and first year GPA for the participants (N = 138). Study 2 sought to examine the impact of current depressive symptoms on later effort regulation attempts for participants (N = 102). The results of this study suggest that the presence of depressive symptoms impacts a student's academic success at the end of their first year. Depression impacts a student's ability to regulate attention when faced with an uninteresting academic task. The results also suggested that prolonged depressive symptoms will have a reduced ability to regulate their efforts, which can also have an impact on the student's depressive symptoms. Implications for this study suggest that universities identify students with depressive symptoms in an effort to help students cope with their symptoms to have an increase ability to regulate their efforts, which in turn yields higher academic achievement.

Bauman, S. & Asare, A. (2015). Cyber aggression among college students: Demographic differences, predictors of distress, and the role of the university. *Journal of College Student Development, 56*(4), 317-330. doi:10.1353/csd.2015.0039

The authors of this study examined the presence of cyber aggression on a college campus, and to learn from undergraduate students about their perception of the role the university plays in addressing cyber aggression. Further, the authors wanted to also determine what factors would predict, if any, the potential for distress when someone is a victim of cyber aggression. A total of 1,078 participants who were all undergraduate students from the same large public university in the southwest. The sample was weighted and was established to be representative of the host institution. The results suggest that the platform of type of mediated communication had the

strong prediction for the level of distress experienced by a student. Although not completely founded in by the results, the researched identify that the largest platforms with the largest audiences caused the most distress for victims. Anonymity also played a large role in the impact of distress because the victim was not able to address the aggressor. Another noted result is that freshman students were less likely to experience the anonymous cyber aggression when compared to other students in different class standings. Further, Students who identified as members of Greek-lettered organizations reported a higher level of distress when they were victims of cyber aggression as it could threaten their position within their respective organizations. Implications from this study suggest that students have a desire for the university to take an active role in addressing the presence of cyber aggression. Universities can develop, implement, and enforce a policy that addresses cyber aggression. As victims of cyber aggression, students are more likely to develop other maladaptive coping behaviors that can lead to further harm.

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

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

Brack, C.J., Brack, G. Charbonneau, M., & Hill, M. (2002). Family of origin characteristics and symptomatology in a counseling center population. *Journal of College Student Psychotherapy, 17*, 53-73.

The goals of this study were: 1) to investigate the relations between family of origin factors as they may relate to students presenting for services at a college counseling center; and 2) to compare family of origin factors to depressive, panic and somatic symptoms and to eating and alcohol problems; and 3) to investigate both clinical and sub-clinical concerns related to presenting issues. Participants were students enrolled at a large southeastern, urban university who sought personal and/or career counseling. Participants indicated substantial clinical symptomatology and/or histories of abuse. These family of origin factors predicted symptomatology.

Bradbury, B. L., & Mather, P.C. (2009). The integration of first-year, first-generation college students from Ohio Appalachia. *NASPA Journal, 46*(2), 258-251.

Although first-generation students comprise a large proportion of today's college learners and although students whose parents did not attend college are increasingly likely to attend higher education, first-generation learners remain at higher risk for non-completion than their non-first-

generation peers. This study adds to the literature pertaining to first-generation college student adjustment and success. Connections to family, academic access, sense of belonging, and financial concerns all are salient issues for this population.

Bradley, C. & Sanders, J.A. L. (2003). Contextual Counseling With Clients of Color: A “sista” intervention for African American female college students. *Journal of College Counseling, 6*, 187-191.

The authors present a counseling intervention centered on that is well-rooted in the African American culture and that has proven to provide strong social networks for female, African American college students. A case study provides an example of a “sista” counseling intervention.

Brady-Amoon, P., & Fuertes, J. N. (2011). Self-efficacy, self-rated abilities, adjustment, and academic performance. *Journal of Counseling & Development, 89*(4), 431-438. <http://dx.doi.org/10.1002/j.1556-6676.2011.tb02840.x>

The purpose of this study was to investigate the relationships between the following: self-efficacy, self-rated abilities, academic adjustment, and academic performance among 271 undergraduate college students. Results revealed several significant correlations between and among combinations of the variables. Researchers concluded that these variables are directly and indirectly associated with each other. Implications and recommendations for how college counselors can use the results of this study to work with their students more effectively are discussed.

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

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

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.

Brannock, R.G., Litten, M.J., & Smith, J. (2000). The impact of doctoral study on marital satisfaction. *Journal of College Counseling*, 3(2), 123-130.

The authors first review the relatively brief number of articles in the related literature. Their study attempted to respond to the questions of whether marital satisfaction is higher for doctoral students at different times during their graduate study, the impact of children and if the length of the marriage prior to entering doctoral student has an effect on marital satisfaction. A random sample of doctoral students was asked to provide demographic information and to respond to a questionnaire developed by the first author. The institution(s) where they were enrolled not identified. No significant differences were found on any of the variables of interest.

Brenner, R. E., Cornish, M. A., Heath, P. J., Lannin, D. G., & Losby, M. M. (2020). Seeking help despite the stigma: Experiential avoidance as a moderated mediator. *Journal of Counseling Psychology*, 67(1), 132–140.

This study sought to examine whether experiential avoidance moderates how strongly internalize public stigma and self-stigma related to university students' help-seeking intentions. Results supported the authors hypothesis that experiential avoidance moderates the direct relationship between self-stigma and seeking psychological help as well as the indirect relationship between public stigma and help-seeking behaviors. In other words, self-stigma may predict help-seeking intentions when avoidance of therapy is used as a means to avoid unpleasant emotions. The authors suggest tailoring interventions to increase emotional acceptance.

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

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

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

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

Brockelman, K. F. (2009). The interrelationship of self-determination, mental health, illness, and grades among university students. *Journal of College Student Development, 50*(3), 271-286.

This study examined experiences of 375 undergraduates at a single large university and collected data via the web. While several self-determination factors appears to predict GPA; however, students reporting, and not reporting, a mental illness did not differ by GPA, and for participants with similar self-determination levels, again mental illness was not a predictor of GPA.

Brooks-Harris, J.E. (2001). Chapter 8: Saying goodbye ten years later: Resolving delayed bereavement. *Journal of College Student Psychotherapy, 16*(1/2), 119-134.

A graduate student entered counseling because of unresolved feelings of grief that had recently resurfaced. Counseling goals and a treatment plan are discussed.

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.

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

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

Brown, S.D., Perez, R.M., & Reeder, B.L. (2007). The costs and benefits of merging counseling centers with student health services: Perceptions of the experienced. *Journal of College Student Psychotherapy, 22*(1), 3-16.

The purpose of this article was to examine and describe the experiences of several university counseling center directors who have experienced the process of merging counseling services with those provided by student health services, or in reorganizing merged services into separate units. This was a report of a panel convened at the American University Counseling Center e discussion and includes: reasons for counseling center mergers with student health services, pros and cons of mergers, essential steps for a successful merger, pitfalls, and the impact on staff.

Brown, K. R., Vallejo Peña, E., & Rankin, S. (2017). Unwanted sexual contact: Students with autism and other disabilities at greater risk. *Journal of College Student Development, 58*(5), 771-776. doi:10.1353/csd.2017.0059

The authors in this group sought to examine the presence of unwanted sexual contact experienced by students who identify as having an autism spectrum disorder (ASD) when compared to two other groups of students: (a) college students who identify as having another disability other than ASD, and (b) college students who do not have a disability. The data for this study was gather from a study including 9 public 4-year universities, with a total of 34,879 participants. The data was initially collected from a college climate survey that was conducted in 2012. The results suggested that students with disabilities are more likely to experience unwanted sexual advances and sexual contact than their peers without disabilities. Further, students in this study who identify their gender is women or non-gender binary are at a higher risk for unwanted sexual contact than students with other gender identifications. Implications from these findings suggest that university practitioners should design sexual education programs specifically for students who identify as having an ASD, as these students are at higher risk for unwanted sexual contact. Other implications are that these programs should be designed with the needs of students of ASD in mind (e.g. concrete examples, frequent breaks) while also being aware of gender-specific needs.

Browning, B. R., McDermott, R. C., Scaffa, M. E., Booth, N. R., & Carr, N. T. (2018). Character Strengths and First-Year College Students' Academic Persistence Attitudes: An Integrative Model. *The Counseling Psychologist, 46*(5), 608-631.

This study utilized higher education theories of persistence to examine first-year undergraduate college students' hope and gratitude as predictors of academic integration and institutional commitment. Results of structural equation modeling indicated that increased academic integration mediated the relationship between hope and gratitude, and institutional commitment, when controlling for social support. This finding is consistent with previous research and highlights the importance of character strengths in understanding academic integration and persistence. The researchers suggest that counseling psychologists utilize the model to develop interventions aimed encouraging first year college students to use their character strengths to enhance academic integration.

Brownson, C., Becker, M. S., Shadick, R., Jaggars, S. S., & Nitkin-Kaner, Y. (2014). Suicidal behavior and help-seeking among diverse college students. *Journal of College Counseling, 17*(2), 116-130. doi:10.1002/j.2161-1882.2014.00052.x

Participants in this large, national study, completed a survey focused on suicide consisting of a combination of an open text response, multiple choice, yes/no, and Likert scale items. A stratified random sample of 108,536 undergraduate and graduate students across 70 colleges and universities was selected to participate in the survey. The profile of the participating institutions was diverse and representative. Only the data from the undergraduates was reported. Alaska Native/American Indian, Asian American, and multiracial/multiethnic students all had significantly more distressed thinking or suicidal thoughts than other students in the sample. Caucasian/White students were advised to seek help from the first person they told at statistically significantly higher rates than all other racial and ethnic groups.

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

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

Brownson, C., Drum, D. J., Swanbrow Becker, M. A., Saathoff, A., & Hentschel, E. (2016). Distress and suicidality in higher education: Implications for population-oriented prevention paradigms. *Journal of College Student Psychotherapy, 30(2), 98-113.* doi:10.1080/87568225.2016.1140978

This study was conducted by the National Research Consortium of Counseling Centers in Higher Education (NRCCCHE). A 79-item web-based survey was developed with the purpose of understanding from students' perspectives on how they cope during stressful times. A stratified, random, nonclinical sample of 100,492 students across 73 participating institutions was invited to participate. The undergraduate and graduate combined response rate was 26%, for a total sample of 26,292 students. Responses indicate that 26% experienced moderate to substantial mental health concerns in their lifetime. Twenty-two percent of undergraduate participants and 18% of graduates who responded had seriously considering suicide at some point in their lives. In response to these and other results detailed in the article, the authors recommend the combination of a population-oriented prevention paradigm with a clinical services paradigm.

Bruner, M. R., Kuryluk, A. D., & Whitton, S. W. (2015). Attention-deficit/hyperactivity disorder symptom levels and romantic relationship quality in college students. *Journal of American College Health, 63(2), 98-108.*

While some studies have documented impairment in interpersonal functioning for college students with attention-deficit/hyperactivity disorder (ADHD) very little literature exists on

romantic relationship functioning. Adults with ADHD who marry have higher rates of divorce and report marital problems and one of the most common reasons for seeking treatment for ADHD. This study examined whether ADHD symptom levels in undergraduates were associated with poorer romantic relationship quality. The study also tested whether emotion regulation difficulties, perceived stress, and hostile relationship conflict mediated the association. For both men and women, participants with ADHD combined type symptoms reported lower relationship satisfaction compared to those without ADHD. The association between ADHD symptom level and relationship satisfaction was only significant for women. In women, ADHD symptom levels were associated with poor relationship quality and higher levels of emotion regulation difficulties, perceived stress, and hostile relationship conflict.

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.

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.

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

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

Buser, J. K., & Gibson, S. (2016). Attachment to God/higher power and bulimic symptoms among college women. *Journal of College Counseling*, 19(2), 124-137. doi:10.1002/jocc.12036

The authors of this study examined the relationship between avoidant and anxious attachment to God/Higher Power and bulimia symptoms among 599 female college students. Participants

completed the Attachment to God Inventory and the Bulimia Test-Revised. Analysis of data indicated significant links between anxious and avoidant attachments to God/Higher Power and bulimic symptoms. Implications for counseling practice are discussed.

Buser, J. K. and Kearney, A. (2017), Stress, adaptive coping, and life satisfaction. *Journal of College Counseling, 20, 224-236. doi:10.1002/jocc.12071*

This study investigated the link between stress, plan coping, and life satisfaction among friends and family members of individuals with eating disorders. Fifty-nine student participants who were enrolled at a private Northeast university completed the Depression, Anxiety, and Stress Scale, the Planning subscale of the COPE Inventory, and the Satisfaction with Life Scale. Higher stress was linked to less life satisfaction. After stress was controlled, plan coping had a beneficial influence on life satisfaction.

Bryan, C. J., & Bryan, A. O. (2015). Sociodemographic correlates of suicidal thoughts and behaviors among college student service members/veterans. *Journal of American College Health, 63(7), 502-507.*

Veteran suicides have increased in the past decade and one plausible reason is due to the increase in psychiatric conditions in this population. The current study sought to quantify issues surrounding suicide in 422 student service member/veterans (SSM/V) over their lifetime, the past year, and the past month. Frequency analyses and chi-squared analyses revealed that for lifetime incidents 33.4% experienced suicidal ideation, 13.7% had a suicide plan, and 6.9% made a suicide attempt. Over the past year, 14.7% experienced suicidal ideation, 3.6% had a suicide plan, and 0.7% made a suicide attempt. Over the past month, 7.6% experienced suicidal ideation, 1.9% had a suicide plan, and 0.5% made a suicide attempt. Rates for the population of study were similar to general college student rates. However, Native American SSM/Vs reported increased rates across all suicide elements under study.

Bryan, E., & Simmons, L.A. (2009). Family involvement: Impacts on post-secondary educational success for first-generation Appalachian college students. *Journal of College Student Development, 50 (4), 391-406.*

Using Bronfenbrenner's (1989) ecological theory as a framework, qualitative research was used to examine the experiences of a convenience sample of 10 first-generation Appalachian Kentucky university students and factors they attributed to their educational success. Seven themes representing participants' experiences in a university setting were identified: (a) close-knit families and communities, (b) separate identities, (c) knowledge of college procedures, (d) pressure to succeed, (e) returning home, (f) the pervasiveness of poverty, and (g) the importance of early intervention programming.

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

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

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

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

Buboltz, Jr., W.C., Johnson, P. & Woller, K.M.P. (2003). Psychological reactance in college students: Family-of-Origin predictors. *Journal of Counseling and Development, 81*, 311-317.

Psychological reactance is the tendency to exhibit resistance to This study investigated the relationship between psychological reactance and the dynamics of the family of origin. Family cohesion, conflict, moral-religious emphasis, independence and achievement orientation significantly predicted reactance. Greater amounts of family conflict, achievement orientation, independence, and moral-religious emphasis seem to predict higher levels of psychological reactance. Greater amounts of family conflict predict lower levels of reactance. Students from divorced families were more reactant than students from intact families.

Buckworth, J., Granello, D.H., & Belmore, J. (2002). Incorporating personality assessment into counseling to help college students adopt and maintain exercise behaviors. *Journal of College Counseling, 5*(1), 15-25.

Despite the documented benefits of regular exercise, a very small percentage of adults over age 18 participate in at least moderate physical activity; 25% are sedentary. Extraversion and planned behavior have been linked with adherence to an exercise routine. This study investigated whether these personality variables had differing amounts of exercise self-efficacy. A convenience sample of students enrolled at large Midwestern university provided demographic information and completed the Stages of Change Questionnaire, and exercise self-efficacy measure, and the Myers-Briggs Type indicator (MBTI). At all levels of exercise adherence, students with different personality traits had different amounts of exercise self-efficacy.

Buelow, G., Schreiber, R., & Range, L.M. (2000). Attachment pattern, reasons for living, and suicide risk among college students. *Journal of College Counseling, 3*, 29- 36.

This study examined the relationship between attachment, reasons for living, and suicide risk among college students. Participants were a convenience sample of undergraduates enrolled in a midsized southeastern university who completed a shortened version of the Suicide Behavior Questionnaire (SBQ), the College Student Reason for Living Inventory (CS-RFL) and the Attachment and Object Relations Inventory (AORI). Results indicate that the Survival and Coping Skills subscale of the Cs-RFL) inventory was the best predictor of suicidal thoughts and behaviors. Student level of attachment and their view of parents as accessible are also significantly associated with low suicidal intentions.

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

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

Bundy, A.P. & Benschoff, J.M. (2000). Students' perceptions of need for personal counseling services in community colleges. *Journal of College Counseling*, 3(2), 92-99.

The authors of this study examined students' perceptions of personal counseling services at community colleges in North Carolina. A convenience sample of community college students completed a survey. A large majority (70%) of the participants indicated that having a personal counseling center on campus would be very helpful or helpful. Women responded in this way twice as frequently as men.

Burak, L.J. & Damico, A. (2000). College students' use of widely advertised medication. *Journal of American College Health*, 49(3), 118-121.

A small convenience sample of undergraduates attending a state college, a state university and a private college responded to a questionnaire distributed in classes. The focus of the study was to that were broadly advertised in magazines that are commonly read by the study populations. Results indicated that the majority of students used at least one of the advertised products without discussing their use or the conditions for which they were taking the drugs with their physicians.

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

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

Burkard, A. W., Knox, S., Hess, S. A., & Schultz, J. (2009). Lesbian, gay, and bisexual supervisees' experiences of LGB-affirmative and nonaffirmative supervision. *Journal of Counseling Psychology, 56* (1), 176-188.

Much of the research regarding cultural influences on supervision is primarily focused on ethnicity/race and gender. There is minimal research focused on sexuality concerns and supervision. This qualitative study interviewed 17 doctoral students in professional psychology program that identified as either lesbian, gay, or bisexual. The results indicated that many of the participants received minimal training in regards to LGB issues or the issues were presented secondary to other cultural concerns. Participants in LGB-affirming supervision felt supported in their LGB-affirmative work with clients, it positively affected the supervision relationship, client outcomes, and themselves as supervisees. Conversely, participants in LGB-nonaffirming supervision perceived supervisors as biased and the nonaffirming supervision negatively affected the supervisory relationship, client outcomes and supervisees.

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

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

Burnes, T. R., Singh, A. A., Witherspoon, R. G. (2017). Graduate counseling psychology training in sex and sexuality: An exploratory analysis. *The Counseling Psychologist, 45*(4), 470–486.

Psychologists without sexuality-related training in general, and especially those without sex-positive training, may inadvertently harm clients with diverse sexual expressions by failing to value their sexuality. The purpose of this study was to explore the current training on sex and sexuality within counseling psychology programs to identify the gaps and opportunities for integrating sex-positive approaches in training. Participants were 25 counseling psychology doctoral program administrators. Results found that, from the sample, 16% of the counseling psychology doctoral programs had one or more courses entirely devoted to human sexuality. Thirty-two percent had no courses dealing with human sexuality at all, and 52% offered one or

more courses in which sexuality comprised a small component. Only 8% specifically mentioned sex positivity as an aspect of their training curriculum.

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

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

Burt, K. B. & Paysnick, A. A. (2014). Identity, stress, and behavioral and emotional problems in undergraduates: Evidence for interaction effects. *Journal of College Student Development, 55*(4), 368-384. doi:10.1353/csd.2014.0036

This quantitative study explored an individual's sense of identity as it mediates behavioral and emotional concerns and substance abuse. The authors sought to test the hypotheses: (a) Stress and behavioral/emotional concerns would be positively associated; (b) Identity development would be negatively correlated with stress and behavioral/emotional concerns, while identity development would be positively correlated with GPA; (c) identity development would mediate stress and students with higher identity development would exhibit better adjustment, and conversely students with lower identity development would exhibit lower adjustment. A total of 187 undergraduate students were recruited from introductory and mid-level psychology courses at a mid-sized institution in located in the northwest. The results suggested that stress was somewhat associated with substance abuse and identity development was negatively associated with substance abuse. Independently, stress and identity development were somewhat negatively correlated. Additionally, the results suggested that GPA was positively associated with identity, while negatively correlated with stress. Implications of this study indicate that identity should be studied as a variable that can change over a period of time and interventions from student affairs professionals and counselors can provide interventions and link students to resources that can help further develop students' sense of development.

Buser, T. J., Hamme Peterson, C., Kearney, A. (2015). Self-efficacy pathways between relational aggression and nonsuicidal self-injury. *Journal of College Counseling, 18*, 195-208. <https://doi.org/10.1002/jocc.12014>

Based on a recruited college student sample of 648 participants, these researchers found that both academic and social self-efficacy were related inversely to NSSI. Academic self-efficacy

mediated the relationship between parental emotional abuse and NSSI, whereas social self-efficacy mediated the relationship between peer victimization and NSSI. College counseling clinical implications are discussed.

Byars-Winston, A., Estrada, Y., Howard, C., Davis, D., & Zalapa, J. (2010). Influence of social cognitive and ethnic variables on academic goals of underrepresented students in science and engineering: A multiple-groups analysis. *Journal of Counseling Psychology*, 57 (2), 205-218.

Social cognitive variables, ethnic variables, and perceptions of campus climate were examined to investigate the academic interests and goals of African American, Latino/a, Southeast Asian, and Native American students that identified as either biological science majors or engineering majors. Results indicated there was a significant relationship between outcome expectations and interests and outcome expectations and goals. Other-group orientation was positively related to self-efficacy and there was support for self-efficacy-mediated relationship between perceived campus climate and goals. Implications for future research are discussed.

Byars-Winston, A., & Rogers, J. G. (2019). Testing intersectionality of race/ethnicity × gender in a social-cognitive career theory model with science identity. *Journal of Counseling Psychology*, 66(1), 30-44.

This study sought to investigate the research career intentions of culturally diverse undergraduate students in science, technology, engineering, and math (i.e., STEM) majors. The researchers also examined race/ethnicity and gender group differences to explore potential cultural variations in the model. Participants included 688 students recruited from the Annual Biomedical Research Conference for Minority Students during 2012 and 2013. Results showed research career intentions were positively and directly associated with research self-efficacy and outcomes expectancies. Additionally, research-related learning experiences were different for African American and Latino/a men and women. The authors suggest that educators, career counselors, and others can support the research career intentions of culturally diverse STEM students by enhancing students' research self-efficacy and science identity.

Byon, K.H., Chan, F., & Thomas, K.R. Korean international students' expectations about counseling. *Journal of College Counseling*, 2(2), 99-109.

This study investigated the expectations for counseling of Korean international students attending classes at a major Midwestern university. Participants completed the Expectations About Counseling- Brief Form and the Inventory of Common Problems. Participants expected to terminate counseling quickly if the process was viewed as unpleasant or did not seem to be immediately helpful. They did expect to assume responsibility for the counseling process and were open to discussing their problems. As a group they tended to view the counselor as an authority figure from whom they could expect to receive solutions to their problems.

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

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

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

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

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

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

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.

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

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

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

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

Caldera, Y.M., Robitschek, C., Frame, M. & Pannell, M. (2003). Intrapersonal, familial, and cultural factors in the commitment to a career choice of Mexican American and Non-Hispanic White college women. *Journal of Counseling Psychology, 50*(3), 309–323.

The purposes of this study were to a) examine similarities and differences between intrapersonal and familial factors in Mexican American and non-Hispanic White college women and (b) to investigate the extent to which gender role identity, parental involvement, parental education, and acculturation contribute to Mexican American and non-Hispanic White college women's commitment to career choice. Participants in the study were Mexican American and non-Hispanic White females who attended a midsize south central university in the U.S. The study used a non-random convenience sample recruited from various campus organizations and classes. Participants completed instruments individually or within small groups. Mexican American women's commitment to a career choice was influenced more by their instrumentality and less by their expressiveness or their parents. White females' commitment was influenced by familial factors rather than by intrapersonal factors and by instrumentality.

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

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

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

Psychiatric diagnoses have become more prevalent on college campuses, as well as the use of psychotropic medications. The use of a psychiatric pharmacist may be an effective way of meeting the mental health care needs. The authors discuss a clinical project that incorporated utilizing a psychiatric pharmacist consulting and educating nurse practitioners in the Counseling and Mental Health Services Department of Student Health Services on a weekly basis. The results of the project had positive outcomes. The nurse practitioners reported that the pharmacist provided sound clinical recommendations and increased their knowledge about pharmacotherapy. The students also had a positive response by following through with the recommendations of the psychiatric pharmacist.

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 media 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.

Campbell, D.B. (2003). An intersubjective approach to reducing motivational conflict in a college freshman: A case study. *Journal of College Student Psychotherapy, 17*(4), 55-71.

Many factors contribute to students' performance and motivation conflicts in college. The author presents an instructive case study illustrating some of these factors and how counselors can intervene to facilitate action toward academic goals.

Campbell, R., & Riggs, S. A. (2015). The role of psychological symptomatology and social support in the academic adjustment of previously deployed student veterans. *Journal of American College Health, 63*(7), 473-481.

Veterans who have returned from Operation Enduring Freedom/Operation Iraqi Freedom (OEF/OIF) are experiencing post deployment mental health concerns. Additionally, the rate at which veterans are enrolling in higher education is growing. This study, of 117 participants, examined the adjustment challenges of previously deployed student veterans to include psychological functioning, social support, and academic adjustment. Depression did not have a significant negative association with academic adjustment however generalized anxiety did. PTSD was positively associated with academic adjustment. Military unit support during deployment and current social support were associated with academic adjustment and also suggested that social resources are beneficial.

**Canel-Çınarbaşı, D., Cui, Y., & Lauridsen, E. (2011). Cross-cultural validation of the Beck Depression Inventory–II across U.S. and Turkish samples. *Measurement and Evaluation in Counseling and Development, 44*(2), 77-91.
<http://dx.doi.org/10.1177/0748175611400289>**

The primary purpose of this study was to investigate the cross-cultural invariance of the Beck Depression Inventory –II (BDI-II). Researchers used a convenience sample of 355 Turkish and 500 U.S. undergraduate students. Configural invariance was established as a two-factor model emerged for both groups of students (Somatic and Cognitive Affective). An analysis of the Differential Item Functioning (DIF) of the BDI-II indicated that there were 12 items with large DIF values. Researchers include a discussion about how the findings of the present study can be used to gain a better understanding of the validity of the BDI-II among U.S. and Turkish students.

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.

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

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

Canu, W.H. (2007). Vocational safety preference of college men with and without Attention-Deficit/Hyperactivity Disorder: An exploratory study. *Journal of College Student Counseling, 10(1), 54-63.*

This study examined whether undergraduate men with and without diagnoses for ADHD would report different degrees of preference for vocational choices, especially choices that involved more or less safe working environments. Male participants were recruited from students enrolled at a large, public university and an urban community college located in the southwest region of the U.S. Participants with ADHD-IA attributed lower importance to work safety consideration than did those not so diagnosed and those individuals with ADHD-IA.

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

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

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

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

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

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

Carlson, T.M. (2004). A short-term dynamic psychotherapy Approach for college students. *Journal of College Student Psychotherapy, 18(3), 47-67.*

This article describes a model of intensive, short-term, dynamic psychotherapy and its applicability to treating college students. A brief synopsis of the historical development of the model is included, together with the theoretical construct upon which the model is based. Assessment and therapeutic techniques, and a treatment format are described. A clinical vignette using this model provides an example of how the model is applied in practice.

Carrera, S. G., & Wei, M. (2014). Bicultural competence, acculturative family distancing, and future depression in Latino/a college students: A moderated mediation model. *Journal of Counseling Psychology, 61(3), 427-436.*

This study examined whether bicultural competence (BC) served as a mediator or moderator for the relationship between acculturative family distancing (AFD) and depression. The authors propose that when Latino/a students experience incongruent values or ineffective communication with their family they are likely to have lower bicultural competence and report greater depression. Results supported the hypothesis that certain dimensions of cultural competence significantly mediated relations between specific dimensions of AFD with future depression.

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

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

Carter, G. C. (2007). Matters of substance: Students' voices. *Journal of College Student Psychotherapy, 18(1), 3-10.*

Reassured by familial patterns of consumption, the medical profession, the media, and an “across the counter” sense of safety, students transpose a false sense of security and safety onto drugs, and now take them on a regular basis. Belief in psychotropic medications continues to be a powerful force. The author describes the preoccupation with certainty that leads to a belief that substances improve life. Her expressed belief is that campus mental health professionals have an opportunity to foster students' abilities to evaluate and understand the choices they make about their health.

Cashel, M.L, Cunningham, D., Landeros, C., Cokley, K.O., & Muhammad, G. (2003). Sociocultural attitudes and symptoms of bulimia: Evaluating the SATAQ with diverse college groups. *Journal of Counseling Psychology, 50(3), 287-296.*

This study evaluated the utility of the Sociocultural Attitudes Towards Appearance Questionnaire. The purpose of the questionnaire is to provide a measure that purportedly assesses awareness of sociocultural pressures to be thin and attractive and the internalization of these standards. Participants in this study included male and female college students attending a large

U.S. Midwestern university who were recruited from undergraduate psychology classes, sororities, and a male-oriented student organization. Significant group differences were observed on the scales assessing awareness of sociocultural pressures to be thin and the internalization of these attitudes. These scores were highest among the Caucasian women, Caucasian and Hispanic sorority members. The authors recommend the development of more culture-specific measures for men and minority women.

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.

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

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

Castillo, L.G., Conoley, C.W., & Brossart, D.F. (2004). Acculturation, white marginalization, and family support as predictors of perceived distress in Mexican American female college students. *Journal of Counseling Psychology, 51(2), 151-157.*

Previous research involving Mexican American college women identified factors such as acculturation and income as sources of perceived distress. The purpose of this study was to extend the previous research by examining the known variables that contribute to perceived distress in Mexican American college women as well as White attitudinal marginalization and family support. A convenience sample was recruited using e-mail to a variety of Latina and Chicano organizations affiliated with colleges and universities. Surveys were then sent to 247 college women respondents who attended primarily White universities in the West and Southwest. Results showed that comfort with White cultural values, perceived support from family, and financial support were related to lower perceived distress for participants.

Castillo, Y., Muscarella, F., & Szuchman, L.T. (2011). Gender differences in college students' perceptions of same-sex sexual harassment: The influence of physical

attractiveness and attitudes toward lesbians and gay men. *Journal of College Student Development*, 52 (5), 511-522.

This study examined college students' perceptions of same-sex harassment as a function of the observer's gender, the initiator's physical attractiveness, and observers' attitudes toward lesbians and gay men. Unattractive initiators were perceived to be more harassing, especially by male students. Students with negative attitudes toward homosexuality perceived higher levels of harassment.

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

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

Catullo, L. A., Walker, D. A., & Floyd, D. L. (2009). The status of crisis management at NASPA member institutions. *NASPA Journal*, 46(2), 301-324.

This study examined chief student affairs administrators' evaluations of their campuses' preparedness for crisis following the 2007 Virginia Tech shooting. Overall, the administrators' reported better preparedness than they did in an earlier 2001 study, but some additional crisis preparedness needs remained.

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.

Cavazos Vela, J., Karaman, M. A., Garcia, C., & Aguilar, A. (2020) Evaluation of Spanish versions of meaning in life and hope measures with Latinx students. *Measurement and Evaluation in Counseling and Development*, 53(2), 104-116.

Meaning in life and hope are associated with positive adjustment, life satisfaction, happiness, and grit. Current measures of meaning in life and hope cannot be assumed to yield valid scores across diverse cultural and language groups. This study aimed to test the psychometrics properties of two preexisting measures that evaluate students' perceptions of meaning in life

(MLQ) and perceptions of hope (DHS) in Spanish with Latina/o populations. Results from a confirmatory factor analysis supported the reliability and validity of scores on these measures with Latina/o college students.

Cerezo, A., Lyda, J., Enriquez, A., Beristianos, M., & Connor, M. (2015). African American and Latino men's recommendations for an improved campus environment. *Journal of College Counseling, 18*(3), 244-258. doi:10.1002/jocc.12018

Using Critical Race Theory as a conceptual framework, this qualitative study sought the recommendations offered by African American and Latino men about their ideas of how college personnel could better support them as men of color. Nine African American and twelve Latino college men attending a midsize public university on the U.S. West Coast participated in this study. For the African American participants, experiences centered on the frequent occurrence of microaggressions; these experiences negatively affected participants' interactions with individuals and programs on campus. African American participants did not express expectations that the university should meet their needs as students, let alone as African American college men. Rather, they focused on the need for African American men to become self-reliant. For the Latino participants, positive elements involved the availability of social networks through established Latino-centered organizations, whereas negative elements involved a lack of critical information about college and financial hardship. Latinos described feeling comfortable on campus due especially to Latino-centered organizations that provided social networks that facilitated their sense of belonging and were directly linked to their retention in college. Latinos shared how they were often unaware of necessary information related to the admissions and financial aid processes and how this lack of information fueled perceptions that higher education was not an appropriate future outlet to them as low-income Latino students.

Chae, S. E., & Kim, S. J. (2017). Group psychodrama for Korean college students. *Journal of College Student Psychotherapy, 31*(1), 59-70. doi:10.1080/87568225.2016.1239512

This article describes the successful results of using psychodrama, a form of group psychotherapy, at a South Korean university. Implementation of this technique is described in detail together with the process used to assess results.

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

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

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

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

Chamberlin, C. M., & Zhang, N. (2009). Workaholism, health, and self-acceptance. *Journal of Counseling & Development*, 87(2), 159-169. <http://dx.doi.org/10.1002/j.1556-6678.2009.tb00563.x>

Researchers investigated the relationships between workaholism, perceived parental workaholism, self-acceptance, psychological well-being, and physical symptoms. Survey data was collected from 249 undergraduate students and 29 graduate students. Workaholism appeared to be related with physical health problems and lower levels of self-acceptance and psychological well-being. In addition, young adult's psychological well-being can be impacted by workaholic parents. Authors make recommendations for how the findings can be used by counselors to work with clients who are living with workaholism.

Chan, A. W., Yeh, C. J., & Krumboltz, J. D. (2015). Mentoring ethnic minority counseling and clinical psychology students: A multicultural, ecological, and relational model. *Journal of Counseling Psychology*, 62(4), 592-607.

The authors of this study sought to understand the role of race and culture in successful mentoring relationships in graduate school. Purposeful sampling was used to gain nine faculty mentors and 15 doctoral-level mentees as participants. Data was collected using semi-structured interviews, and grounded theory was used as the basis to code collected data. Results produced 5 themes: 1) Career support and guidance tailored for ethnic minorities, 2) Relationality between mentors and mentees, 3) Significance of contexts, 4) Interconnections across contexts, and 5) Multidirectionality of interactions between contexts.

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

Autism Spectrum Disorder is emerging as a growing diagnosis among enrolling college students. This case study focused on a college-aged woman who presented with ASD but also dysphoria and anxiety, highlighting the importance of having trained mental health clinicians aware of ASD and its common comorbidities. The student was not diagnosed with ASD previously, but the diagnostic criteria were noticed as she was being treated for dysphoria and anxiety. Researchers posit that clinicians on campuses will experience this situation more frequently and must be prepared to understand ASD features.

Chang, E.C. (2002). Cultural differences in psychological distress in Asian and Caucasian American college students: Examining the role of cognitive and affective concomitants. *Journal of Counseling Psychology*, 49(1), 47-59.

The purpose of this study was to assess the role of outcome expectancies and affectivity as concomitants of psychological distress for Asian and Caucasian American college students who were enrolled at a large, public university in the Northeast. Results revealed significant differences for measures of pessimism and positive and negative affectivity on measures of psychological disturbance.

Chang, E. C., Hirsch, J. K., Sanna, L. J., Jeglic, E. L., & Fabian, C. G. (2011). A preliminary study of perfectionism and loneliness as predictors of depressive and anxious symptoms in Latinas: A top-down test of a model. *Journal of Counseling Psychology*, 58 (3), 441-448.

Latinos/as currently make up the nation's largest minority group, yet there is little focus in the research regarding Latinos/as. This study utilizes a top-down approach to examining perfectionism and loneliness as predictors of depressive and anxious symptoms. A sample of 160 Latinas were measured on perfectionism, loneliness, depressive symptoms, and anxious symptoms. Results indicated the perfectionism and loneliness were associated with depressive and anxious symptoms with loneliness being found as a predictor in both depressive and anxious symptoms. Implications for future research is discussed.

Chang, E.C. & Rand, K.L. (2000). Perfectionism as a predictor of subsequent adjustment: Evidence for a specific diathesis-stress mechanism among college students. *Journal of Counseling Psychology*, 47(1), 129-137.

The relationship among perfectionism, stress, subsequent psychological symptoms, and hopelessness were the focus of this research. A convenience sample of students enrolled at a midsize Midwestern university were administered a series of study measures that elicited data relevant to the purpose of the study. Results indicated that socially prescribed perfectionism was a significant predictor of psychological symptoms and hopelessness. Stress accounted for a significant amount of additional variance in predicting adjustment beyond perfectionism.

Chang, E.C. & Strunk, D.R. (1999). Dysphoria: Relations to appraisals, coping, and adjustment. *Journal of Counseling Psychology*, 46(1), 99-108

Given the limitations of previous research investigating the link between dysphoria and adjustment, the purpose of this study was 1) to examine the relations between dysphoria, appraisals, coping and adjustment; and 2) to examine a mediation model of appraisals and coping on the relation between dysphoria and adjustment in a college student population. A *primary appraisal* refers to a set of cognitions regarding the impact or significance of the stressful encounter for an individual. *Secondary appraisals* refer to a set of cognitions concerning one's resources or options for dealing effectively with a stressful situation. A convenience sample of undergraduates who attended a Midwestern public university completed a battery of instruments

that produced data relevant to the purposes of the study. Results indicated that the link between dysphoria and adjustment was mediated appraisals and coping.

Chang, E.C., Watkins, A.F., Banks, K.H. (2004). How adaptive and maladaptive perfectionism relate to positive and negative psychological functioning: Testing a stress-mediation model in Black and White female college students. *Journal of Counseling Psychology*, 51(1), 93-102.

Some individuals (adaptive perfectionists) derive a very real sense of pleasure from the labors of a painstaking effort and feel free to be less precise when the situation permits. Others (maladaptive perfectionists) efforts are never quite good enough. The goals of this study were to (a) examine whether there are mean differences on measures of adaptive and maladaptive perfectionism, stress and psychological functioning between Black and White females; (b) to examine whether there are differences in how adaptive and maladaptive perfectionism relate to positive psychological functioning; and (c) to determine whether stress mediates the associations of adaptive and maladaptive perfectionism with positive and negative psychological functioning differently in Black and White females. Correlational results indicated that Black women, as compared to White women, reported less adaptive perfectionism, less life satisfaction, greater stress, and greater negative affect. For both groups, maladaptive perfectionism, but not adaptive perfectionism was associated with stress.

Chang, T. & Chang, R. (2004). Counseling and the internet: Asian American and Asian international college students' attitudes toward seeking online professional psychological help. *Journal of College Counseling*, 7(2), 140-149.

This study examined Asian American and Asian international college students' attitudes toward seeking online professional psychological help as well as traditional face-to-face professional psychological help. A convenience sample of Asian American and Asian international college students who attended colleges and universities in the New York metro area, a large East Coast university, and a large Midwestern university were selected for this study. Participants completed the Attitudes Toward Seeking Professional Psychological Help-Short Form, the Attitudes Toward Seeking Professional Psychological Help Online, and the Stigma Scale for Receiving Psychological Help, the Asian American Cultural Orientation Scale, the Computer Attitude Scale, and the Objective Computer Experience Scale-Revised. Results indicated that participants expressed a preference for obtaining professional help in the traditional mode.

Chang, T., Yeh, C.J., & Krumboltz, J.D. (2001). Process and outcome evaluation of an on line support group for Asian-American male college students. *Journal of Counseling Psychology*, 48(3), 319-329.

The purpose of this exploratory study was to evaluate the effectiveness of an on-line support for Asian American male students who were enrolled at a university in the San Francisco Bay area. Findings suggest that many of the components of group process essential for effective groups can take place in on-line support groups.

Chao, R., & Good, G. G. (2004). Nontraditional students' perspective on college education: A Qualitative Study. *Journal of College Counseling*, 7(1), 32-39, 5-12.

This qualitative examination of nontraditional students' experiences was conducted using grounded theory methodology. Participants included 43 nontraditional-age undergraduate students enrolled at a large, public university and a moderate-size private college, both located in the Midwest. Interviews were conducted in accordance with grounded theory protocol. The study yielded a theoretical model of nontraditional college students; perspective related to college education. Perceptions of the participants resulted from the interaction of several factors a) a sense of hopefulness resulting in motivation, financial investment, career development, life transition, and support systems.

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

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

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

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

Charkow, W.B. & Nelson, E.S. (2000). Relationship dependency, dating violence, and scripts of female college students. *Journal of College Counseling*, 3, 17-28.

The authors investigated the relationship between relationship dependency, dating violence and relationship scripts. The authors suggest that script defines how an individual behaves, engages in decision making, and perceives his or her own behavior and the behavior of people with whom he or she interacts. They also point out that men and women seem to have very different scripts for their relationships. Participants in their study included a convenience sample of female college students enrolled at a midsized southeastern university who completed Nelson's Love Relationship Questionnaire and a modified version of the Conflict Tactics Scales. Thirteen scenarios dealing with relationship issues were used to examine interpersonal relationship

scripts. Results support an association between relationship dependency and both dating violence and “immature and unhealthy” relationship scripts.

Chen, C.P. (1999). Common stressors among international college students: Research and counseling implications. *Journal of College Counseling, 2*(1), 49-65.

This article presents information related to the main psychological stressors faced by international college students. These include: second language anxiety, educational stressors, and sociocultural stressors. Suggestions for future research and implication for counseling are provided.

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

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

Chen, J. I., Romero, G. D., & Karver, M. S. (2016). The relationship of perceived campus culture to mental health help-seeking intentions. *Journal of Counseling Psychology, 63*(6), 677-684.

This study explored the relationship between perceived campus culture and mental health help-seeking (MHHS) intentions of students. The study focused on the roles that attitudes, stigma, and perceived barriers to treatment serve in MHHS. Results suggest that perceived campus culture may serve an important role in personal mental health treatment beliefs. Results also supported the concept that personal attitudes serve as a significant mediator in the relationship between perceived campus attitudes and help-seeking intentions.

Chen, Y.-L., Liu, M.-C., Tsai, T.-W., & Chen, Y.-H. (2015). Religious practices in cross-cultural contexts: Indonesian male science students' adjustment in Taiwan. *Journal of Counseling Psychology, 62*(3), 464-475.

This qualitative study examined how fourteen Muslim male graduate students cope with religion-related adjustment issues. The students were Indonesian individuals studying in Taiwan. Results indicated that students coped with discrimination and inconvenience by relying heavily on their religion and their relationships.

Cheng, H. L., Kwan, K. K., & Sevig, T. (2013). Racial and ethnic minority college students' stigma associated with seeking psychological help: Examining psychocultural correlates. *Journal of Counseling Psychology, 60* (1), 98-111.

This study examines the relationship between ethnic and racial minority students' stigma and seeking psychological help. African American, Asian American, and Latino American students participated in the study. The students' perceived discrimination, ethnic identity, other-group orientation, perceived stigmatization by others for seeking psychological help, self-stigma of seeking psychological help, and psychological distress were measured. Results indicated higher levels of psychological distress and perceived discrimination predicted higher levels of perceived stigmatization by others and self-stigma for seeking psychological help. Higher levels of other-group orientation predicted lower levels of self-stigma for seeking psychological help. African Americans with higher levels of ethnic identity predicted lower levels of self-stigma for seeking psychological help. Implications are discussed.

Cheng, H. & Mallinckrodt, B. (2009). Parental bonds, anxious attachment, media internalization, and body image dissatisfaction: Exploring a mediation model. *Journal of Counseling Psychology, 56* (3), 365-375.

Research has shown there is a relationship between body image dissatisfaction and internalization in women and internalization of media images that portray unhealthy ideals of thinness. The authors examined the strength of parental "care" and body image dissatisfaction as well as the relationship between adult attachment anxiety and the internalization of media images with body image dissatisfaction. The results indicated that both mother and father care were negatively associated with attachment anxiety and attachment anxiety was positively associated with internalization of media influence, media influence was positively associated with body image dissatisfaction. Implications are discussed.

Cheng, H. L., Mallinckrodt, B., Soet, J., & Sevig, T. (2010). Developing a screening instrument and at-risk profile for non-suicidal self-injurious behavior in college women and men. *Journal of Counseling Psychology, 57* (1), 128-139.

The authors used archival data to assess the incidence of nonsuicidal self-injurious (NSSI) behaviors. The data revealed that 9.3 % of women and 5.3% of men had 4-5 lifetime incidents. The authors then used the data to develop a screening inventory for NSSI. The inventory consisted of 5 women's screening items, 11 men's screening items, and 12 items common to both men and women. The screening correctly classified 48% of the true positive male and female cases. More research is needed to establish validity and reliability of the screening.

Cheng, H.-L., & Mallinckrodt, B. (2015). Racial/ethnic discrimination, posttraumatic stress symptoms, and alcohol problems in a longitudinal study of Hispanic/Latino college students. *Journal of Counseling Psychology, 62*(1), 38-49.

The goal of this study was to examine the effects of experiences of discrimination on problem alcohol use and PTSD symptoms in Hispanics/Latino college students. This was a longitudinal study, with 203 Hispanic/Latino students completing surveys twice with a 1-year interval. The General Ethnic Discrimination (CED), Posttraumatic Stress Disorder Checklist—Civilian (PCL-C), Alcohol Use Disorders Identification Test (AUDIT) were used. Findings confirmed the authors' hypotheses that experiences of discrimination are significantly and positively associated with alcohol problems and PTSD symptoms, and that alcohol problems are not significantly

associated with later discrimination or PTSD symptoms. Results showed that students who experienced more discrimination reported higher levels of PTSD symptoms.

Cheng, H.-L., McDermott, R. C., Wong, Y. J., & McCullough, K. M. (2020). Perceived discrimination and academic distress among Latinx college students: A cross-lagged longitudinal investigation. *Journal of Counseling Psychology, 67*(3), 401–408.

Previous literature has established a link between experience of racism and academic concerns; however, studies have yet to explore the temporal relations between perceived discrimination and academic concerns for Latinx college students. The present study used a cross-lagged design to explore the temporal relations between 203 Latinx college students' perceived discrimination and academic distress while controlling for depression effects. Results suggest that perceived discrimination might increase students' distress regarding academics. The authors suggest reducing Latinx students' academic concerns by addressing racism and preventing discrimination.

Cheng, H.-L., Tran, A. G. T. T., Miyake, E. R., & Kim, H. Y. (2017). Disordered eating among Asian American college women: A racially expanded model of objectification theory. *Journal of Counseling Psychology, 64*(2), 179-191.

Objectification theory has served as an invaluable tool in understanding the possible etiological bases of disordered eating among college women. The authors of this study expanded the model to examine if perceived racial discrimination, perpetual foreigner racism, and racial/ethnic teasing also serve as correlates of Asian American college women's self-objectification processes and eating disorder symptomatology. Results indicated that racial stressors had significant associations with media internalization, body surveillance, body shame, and disordered eating. Racial discrimination, racial/ethnic teasing, and perpetual foreigner racism led to media internalization, which was connected to body shame and, further, to disordered eating.

Cheng, H.-L., Wang, C., McDermott, R. C., Kridel, M., & Rislin, J. L. (2018). Self-stigma, mental health literacy, and attitudes toward seeking psychological help. *Journal of Counseling & Development, 96*(1), 64-74.

While mental health problems are common on college campus, help-seeking is low. Studies indicate that up to 50% of college students meet criteria for a mental health diagnosis, but 64% of those individuals have not sought help over the past 12 months. This study examined self-stigma and mental health literacy as predictors of college students' help-seeking attitudes. Mental health literacy was a strong predictor of help-seeking attitudes, along with other predictors such as race, gender, current distress, and help-seeking history.

Cheung, R. Y. M., Bhowmik, M. K., & Hue, M.-T. (2020). Why does acculturative stress elevate depressive symptoms? A longitudinal study with emotion regulation as a mediator. *Journal of Counseling Psychology, 67*(5), 645–652.

This study sought to examine the explanatory process between acculturative stress and depression symptoms by investigating emotion regulation difficulties as a mechanism between these two variables. Participants included 154 Mainland Chinese female university students. Results suggest that emotion regulation difficulties serve as a mechanism between acculturative stress and depressive symptoms for this population. Interventions aimed at reducing emotion regulation difficulties could decrease the negative impact of acculturative stress on depressive symptoms.

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

13 Reasons Why was viewed by 522 college students, after which they were surveyed for associations they may have made between the show and past week suicide ideation, stigma about suicide, and knowledge of suicide. The study also aimed at understanding if a student's personal exposure to suicide and depression moderated the associations made between the show and suicidality. Online surveys revealed that risk and severity regarding suicide were not significantly associated with viewing the show, but knowledge of risk factors was associated with viewing the show, particularly in those who did not have personal exposure to suicide.

Chia-Chen Chen, A., Szalacha, L. A., & Menon, U. (2014). Perceived discrimination and its associations with mental health and substance use among Asian American and Pacific Islander undergraduate and graduate students. *Journal of American College Health*, 62(6), 390-398.

Asian American and Pacific Islanders (APIs) are a growing ethnic minority group in the United States. Historically, this group has faced exclusion and discrimination however, little research has been conducted on the relationship between discrimination and health. The following study examined perceived discrimination and its relationship to mental health and substance use in the API college population. Results found that perceived discrimination was not positively associated with substance use but was positively associated with depressive, anxiety, and somatic symptoms. Ethnic identity served as a moderator between perceived discrimination and somatic symptoms.

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

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

depression. The study found that there is a negative link between anxiety and depressive symptoms and the perception of being able to regulate both negative and positive emotions.

Chiu, I. & Graham, J. A. (2017). The effect of a peer-based personal stories intervention on focus of anxiety and social distance towards people with mental illness. *Journal of College Student Development, 58*(1), 101-107. doi:10.1353/csd.2017.0006

The researchers wanted to explore the impact of an established intervention group focused on personal stories program for students. The focused hypothesis of this study was to determine if the intervention group and the showing of the film *Someday Melissa* will have reduced anxiety (both toward self and outward stress) and social distance. Another hypothesis of this study was that the anxiety produced when thinking about interacting with someone who has a mental illness is grounded in self-focused anxiety rather than other-focused anxiety. A total of 46 participants completed this study but was not representative of the campus population with the sample being 80% female. The research was conducted at a medium-size liberal arts school. Results suggested that after the completion of the intervention group, there was less intergroup anxiety, and less social distant present. Additionally, the film alone resulted in enough of a decrease in anxiety and social distance as the group discussion format intervention. The major findings of the study show that other-focused anxiety is a partial predictor of social distance, and self-focused anxiety is not a predictor of social distance. The implications of these findings suggest campuses can provide educational programming on the way emotional reactions toward a stigmatized group can impact not only the individuals but the campus community as well. Other programming on anxiety and anti-stigma campaigns can benefit the campus community as a whole.

Cho, Y., Choi, Y., Kim, S., & Hong, S. (2018). Factor structure and other psychometric properties of the social phobia inventory in Korean samples. *Measurement & Evaluation in Counseling & Development, 51*(4), 263–280.

The Social Phobia Inventory (SPIN) is a widely used measure that assesses fear, avoidance, and physiological arousal associated with social anxiety. This study compared 10 factor models from the literature to suggest the strongest model using Korean undergraduate samples. Two independent samples of Korean undergraduates, one clinical and one nonclinical, were used in the analysis of the different models. Results from confirmatory factor analyses most supported the 10-item revised three-factor model out of all factor models reviewed. Test-retest reliability, internal consistency, and convergent and discriminant validity were found to be good or acceptable.

Choate, L.H. (2003). Sexual assault prevention programs for college men: An exploratory evaluation of the Men Against Violence Model. *Journal of College Counseling, 6*, 166-176.

The Men Against Violence incorporates a sociocultural approach to rape prevention by emphasizing challenging men to redefine male and female relationships equitably, to resolve conflicts effectively, to develop meaningful friendships with other men, and to appropriately manage anger and fear. Programming occurs in four areas 1) awareness, 2) community action, 3) education, and 4) support for victims and perpetrators. Participants were male fraternity members

enrolled at a large, public, Southeastern university. This article reports on the evaluation of campus programming presented by Men Against Violence. Participants reported positive reactions to the prevention program and most agreed that the experience was beneficial and informative.

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

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

Choi, J. L., Rogers, J. R., & Werth, J. L. (2009). Suicide risk assessment with Asian America college students: A culturally informed perspective. *The Counseling Psychologist, 37*(2), 186-218.

This article discusses assessing suicide risk specifically with Asian American college students. The authors first review the importance of confidentiality, informed consent, and standards of care. They then discuss Asian American students' cultural values and the experiences in the United States. Cultural considerations and ways to manage breaking confidentiality when assessing suicide are also discussed. Finally, the authors suggest the Collaborative Assessment and Management of Suicidality model and the Suicide Intervention Response Inventory-2 as culturally sensitive assessments when working with Asian-American college students.

Choi, K.H. (2002). Psychological separation-individuation and adjustment to college among Korean American students: The roles of collectivism and individualism. *Journal of Counseling Psychology, 49*(4), 468-475.

This study explored how two aspects of psychological separation from parents theorized as important for human development and maturity, cultural collectivism, and cultural individualism relate to college adjustment among Korean American college students. A sample of Korean American students who attended a large, west coast, public university completed the Korean-American College Adjustment Survey Questionnaire. Results indicated that conflictual independence from parents related negatively to individualism and positively with college adjustment. General independence from parents related negatively to both collectivism and college adjustment. Collectivism was positively associated with college adjustment for these students.

Choi, K. H., Buskey, W. & Johnson, B. (2010). Evaluation of counseling outcomes at a university counseling center: The impact of clinically significant change on problem resolution and academic functioning. *Journal of Counseling Psychology, 57* (3), 297-303.

The mission of counseling centers is to help students with their personal problems that could be interfering with their academics. The authors examined the effectiveness of counseling centers in contributing to students' perceived problem resolution and academic functioning. The results indicated that those reporting clinically significant change reported that highest level of improvement in academic commitment and problem resolution. Implications for counseling centers are discussed.

Choi, N.-Y., Kim, H. Y., & Gruber, E. (2019). Mexican American women college students' willingness to seek counseling: The role of religious cultural values, etiology beliefs, and stigma. *Journal of Counseling Psychology, 66*(5), 577–587.

This study aimed to address a gap in knowledge regarding the impacts of religious and cultural factors on Mexican American women's underutilization of mental health services. Authors examined the religious cultural values reported by Mexican American college women and how spiritual, biological etiology beliefs, and self-stigma shaped their willingness to seek counseling. Participants included 276 college women recruited from a large Hispanic-serving university in the Southwest. Findings revealed direct and indirect effects regarding how religious cultural values influence one's willingness to seek counseling and highlight the importance of considering etiology beliefs and self-stigma.

Choi, N.-Y., & Miller, M. J. (2014). AAPI college students' willingness to seek counseling: The role of culture, stigma, and attitudes. *Journal of Counseling Psychology, 61*(3), 340-351.

This study explored Asian, Asian American, and Pacific Islanders' (AAPI) willingness to seek counseling using a sample of 278 college students. The authors focused on AAPI cultural attitudes, willingness, values, and stigma in relation to students in this population seeking counseling. The study's findings suggested that Asian cultural values related to a diminished willingness to seek counseling through public stigma. Public stigma was found to be positively related to self-stigma, which was also negatively related to attitudes towards seeking professional help.

Choi, N.-Y., & Miller, M. J. (2018). Social class, classism, stigma, and college students' attitudes toward counseling. *The Counseling Psychologist, 46*(6), 761-785.

Researchers utilized structural equation modeling to examine two competing models of college students' attitudes toward seeking counseling. Participants including 2,230 incoming college students recruited from a large public research university in the Eastern United States. The study assessed the influence of objective and subjective social class, classism, and stigma on students' attitudes. Results indicated that objective social class was related to attitudes toward seeking professional counseling indirectly through subjective social class, classism, and stigma. Additionally, objective social class, subjective social class, and classism operated differently in the model. The authors suggest that college students be given opportunities to explore how their experiences with classism relate to avoiding additional stigma as well as how these experiences with classism influence students' decisions to seek, engage in, and/or terminate counseling.

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.

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

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

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

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

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.

Chugani, C. D. (2015). Dialectical behavior therapy in college counseling centers: Current literature and implications for practice. *Journal of College Student Psychotherapy*, 29(2), 120-131. doi:10.1080/87568225.2015.1008368

This article examines Dialectical Behavior Therapy (DBT) as an evidence-based treatment for severe mental health issues. An overview of the standard DBT model research regarding DBT in college counseling centers is also reviewed,

Chugani, C. D. (2017). Adapting dialectical behavior therapy for college counseling centers. *Journal of College Counseling*, 20(1), 67-80. doi:10.1002/jocc.12059

Dialectical behavior therapy (DBT) has become a best practice, evidence-based treatment for borderline personality disorder (BPD) as well as several other severe mental health issues. This article outlines the rationale for the development of an adapted DBT program within one college counseling center and provides practical suggestions for the implementation of DBT programs in other college counseling centers.

Chugani, C. D., & Landes, S. J. (2016). Dialectical behavior therapy in college counseling centers: Current trends and barriers to implementation. *Journal of College Student Psychotherapy*, 30(3), 176-186. doi:10.1080/87568225.2016.1177429

The purpose of this study was to examine trends and barriers in the implementation of dialectical behavior therapy (DBT) programs in college counseling centers. Participants were a purposive sample of current college counseling center employees (N = 107). The sample included participants from 34 states in the United States (4% of participants were located outside the United States) and at least 80 different institutions. Over 90% of participants were employed at a 4-year institution (91.5%), with the remaining respondents from 2-year institutions. Data were collected using the DBT Barriers to Implementation survey.

Of those respondents who provided data about existing DBT programs, the most prevalent primary mode of DBT was group skills training. Barriers to implementation DBT included productivity demands and lack of individual therapists, time for team consultation, and willingness to offer phone coaching.

Chui, H., Hill C-E., Ain, S., Ericson, S.K., Ganginis Del Pino, H.V., Hummel, A.M., et al. (2014). Training undergraduate students to use challenges. *The Counseling Psychologist*, 42(6), 758-77.

The purpose of this second part of a three-part series was to assess the outcomes of training in challenges in terms of self-efficacy. The 103 undergraduate students rated themselves as having more self-efficacy after training. This self-efficacy was still maintained 5 weeks after training.

Chui, R. C-F., & Chan. C-K. (2017). School adjustment, social support, and mental health of mainland Chinese college students in Hong Kong. *Journal of College Student Development*, 58(1), 88-100. doi:10.1353/csd.2017.0005

The authors examined the relationship between mental health issues, school adjustment, and social supports within a group of mainland cross-border Chinese college students. This study was directed by the following research questions: (a) Is there a significant direct effect of social support and school adjustment on the mental health of students? (b) Is there an indirect effect of social support and school adjustment on the mental health of students by lowering overall stress? and (c) What is the interaction between school adjustment and social support and the students' mental health? For this study, the Beck Depression Inventory Second Edition (BDI-II), was used to collect the data. The results suggest that there was a negative relationship between school adjustment and depression, and social support and stress. There was a significant positive relationship between stress level and depression. Further, a higher-level school adjustment was related to a decreased level of stress and depression. Additionally, analyses propose that social supports may indirectly, and significantly, decrease depression while increasing student's school adjustment. Implications from this study suggest that institutions provide more situations that will promote interactions between students that will foster social support programs for cross-border students. With an increase in social support networks, students can also have an increased chance for increased mental health outcomes.

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

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

Chung, I.W. (2003). Examining suicidal behavior of Asian American female college students: Implications for practice. *Journal of College Student Psychotherapy, 18*, 31-47.

This article utilizes findings drawn from a qualitative study about suicidal behavior among Asian American female college students that was designed in attempt to understand their distress in the context of their social and cultural environment. A summary of findings including childhood trauma, personality traits, college life and transitions are included as possible precursors to

suicidal behavior. Related developmental, cultural, gender, and transitional issues are discussed as possible suicidal risk factors for these women.

Chung, Y.B., & Sedlacek, W.E. (1999). Ethnic differences in career, academic, and social self-appraisals among incoming college freshmen. *Journal of College Counseling, 2*, 14-24.

The goal of this empirical study was to identify assess incoming first year students' self-efficacy and to determine if there are differences in these assessments related to ethnicity. Participants were incoming first year students who would enroll at a large, public, eastern university, who completed a questionnaire developed by staff of the university counseling center where the study took place. Participants indicated that career, academic and social issues were three major concern domains. Asian and Black participants reported lower academic and social self-appraisals than did White students. Asian participants reported lower career and social self-appraisals than did Black students. The authors discuss implications for practice and suggestions for future research.

Cimini, M. D., Monserrat, J. M., Sokolowski, K. L., Dewitt-Parker, J. Y., Rivero, E. M., & McElroy, L. A. (2015). Reducing high-risk drinking among student-athletes: The effects of a targeted athlete-specific brief intervention. *Journal of American College Health, 63*(6), 343-352.

Compared with their nonathletic peers, previous research has shown that student-athletes consume more alcohol. In addition to affecting educational performance, alcohol can also impact athletic performance. The authors of this study examined the effects of a single-session motivational interviewing-based in-person brief alcohol intervention containing student-athlete specific personalized drinking feedback. 170 National Collegiate Athletic Association Division I student-athletes who met the criteria for heavy episodic drinking participated in this study. Baseline measures were taken prior to the intervention and a follow-up was conducted 3 months later. Overall, this intervention was effective in reducing reports of alcohol use frequency, quantity, and alcohol-related negative consequences 3 months after the intervention. Increases in use of protective behaviors were also found. Greater corrections of norm misperceptions of drinks per week consumed by typical students were also found among the population.

Cimini, M. D., Rivero, E. M., Bernier, J. E., Stanley, J. A., Murray, A. D., Anderson, D. A., & ... Bapat, M. (2014). Implementing an audience-specific small-group gatekeeper training program to respond to suicide risk among college students: A case study. *Journal of American College Health, 62*(2), 92-100.

Many risk factors lead to suicide however, early detection of these factors can allow them to be addressed through counseling services, medication, or a combination of the two. Because of this, many gatekeeper training programs have been created to train community members to identify and respond to warning signs of suicide in order to refer individuals for services. Students are likely to confide in their peers so in addition to training faculty and staff, it is important to train fellow students. The following study examines the effectiveness of an audience-specific, single-session, small-group interactive gatekeeper training program in which faculty, staff, and students

participated. Baseline assessments were administered followed by training and posttest assessments. A 3-month follow-up was also conducted. Results indicated a significant increase in knowledge about suicide and increase in comfort in asking about suicide. There was a decrease in knowledge and comfort at the 3-month follow-up however follow-up rates were still higher than baseline rates

Clark, H. K., Murdock, N. L., & Koetting, K. (2009). Predicting burnout and career choice satisfaction in counseling psychology graduate students. *The Counseling Psychologist*, 37(4), 580-606.

In this study, 284 counseling psychology students at 53 different training programs completed only self-report measures of burnout, career choice satisfaction, stress, conflict, social support (within and outside their academic program), and sense of community in their academic program. Global stress, advisor support, and sense of community in the program all were significant predictors of burnout. Further, sense of community in the program was a predictor of career choice satisfaction and moderated the effects of stress; here, for those with low stress, career choice satisfaction increased as sense of community increase, while for those with high stress, these moderating effects diminished.

Clark, M.A., Severy, L., & Sawyer, S.A. (2004). Creating connections: Using a narrative approach in career group counseling with college students from diverse cultural backgrounds. *Journal of College Counseling*, 7, 24-31.

The authors suggest that the scientific “matching models” used by career counselors during the 20th century are no longer relevant in the constantly changing work environment of the 21st century. They propose a narrative group counseling approach for career counseling involving students from diverse cultural backgrounds. Narrative career counseling views individuals as continually evolving, constructed selves. Because this approach focuses on emerging stories, selected by clients whose themes may be different from the majority, proponents believe this postmodern approach will be especially apt for students from diverse cultural backgrounds. A description of a narrative career counseling group is included in the article.

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

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

Clayton, R. E. (2015). Men in the triangle: Grief, inhibition, and defense. *Journal of College Student Psychotherapy*, 29(2), 94-110. doi:10.1080/87568225.2015.1008361

This article briefly examines some psychosocial developmental bases of men's effective suppression that have been hypothesized by psychoanalytic theorists. Also discussed is an approach for helping grieving men reestablish contact with their emotional experiences.

Cobb, C. L., Zamboanga, B. L., Xie, D., Schwartz, S. J., Martinez, C. R., Jr., & Skaggs, S. (2020). Associations among the advisory working alliance and research self-efficacy within a relational-efficacy framework. *Journal of Counseling Psychology, 67*(3), 361–370.

This study sought to add to the knowledge base by examining the relational processes between the advisory working alliance and the research self-efficacy of clinical and counseling psychology doctoral students. Using a relational-efficacy framework, the researchers hypothesized an indirect relationship between advisory working alliance and research self-efficacy via relation-inferred self-efficacy. Additionally, the researchers hypothesized that other-efficacy would moderate the relationship between relation-inferred self-efficacy and research self-efficacy. Results showed an indirect relationship between the advisory working alliance and research self-efficacy as well as moderating effects for other efficacy. Overall, these findings indicate that the advisory alliance transmits relationship-specific information to doctoral students which impacts their perceived research self-efficacy.

Cohen, D. (2007). Chapter 9: Helping individuals withdraw from psychiatric drugs. *Journal of College Student Psychotherapy, 21*(3/4), 199-224.

This article reviews the topic of withdrawal emergent reactions from prescribed psychotropic drugs and proposes guidelines to help adults withdraw prudently and rationally from drug use. Legal and ethical issues are discussed.

Coiro, M. J., Bettis, A. H., & Compas, B. E. (2017). College students coping with interpersonal stress: Examining a control-based model of coping. *Journal of American College Health, 65*(3), 177-186.

Stress, especially reoccurring stress, may put college students at risk for mental health problems. Often students experience stress in college due to issues such as transition, academic demands, and interpersonal stressors (i.e. having few friends, peer pressure, romantic rejection). How students cope with stress can play a critical role in their success and overall well-being. This study examined associations between interpersonal stress, coping strategies, and symptoms using a control-based model of coping. Hierarchical multiple regression analyses revealed that there were positive associations between interpersonal stress levels and symptoms of depression, anxiety, and somatization. Use of coping strategies to change or adapt to the stressor were associated with fewer symptoms of depression, anxiety, and somatization. Use of coping strategies to avoid or deny the stressor were related to higher levels of depression symptoms but not anxiety or somatization.

Cokley, K. O. (2002). Testing Cross' revised racial identity model: An examination of the relationship between racial identity and internalized racialism. *Journal of Counseling Psychology, 49*(4), 476-483.

This study tested Cross' revised racial identity model. Participants were 153 Black college students attending a historically Black southern college. The results provide support for Cross' revisions to his racial identity model.

Cokley, K. (2015). A confirmatory factor analysis of the academic motivation scale with black college students. *Measurement & Evaluation in Counseling & Development*, 48(2), 124-139. doi: 10.1177/0748175614563316

In an effort to explain the achievement gap between African American students and European and Asian American students, researchers have attempted to understand academic motivations of African American students. Previous research on motivation has focused primarily on White participants. Since the achievement gap between White and Black students has been documented, it was important to look specifically at motivation in Black college students. This study used confirmatory factor analysis to examine the structure of the Academic Motivation Scale (AMS) with 578 Black participants.

Cokley, K., Smith, L., Bernard, D., Hurst, A., Jackson, S., Stone, S., . . . Roberts, D. (2017). Impostor feelings as a moderator and mediator of the relationship between perceived discrimination and mental health among racial/ethnic minority college students. *Journal of Counseling Psychology*, 64(2), 141-154.

This study investigated whether impostor feelings would both moderate and mediate the relationship between perceived discrimination and mental health in minority college students. Participants were 322 self-identified racial/ethnic minority students. Students completed the Clance Impostor Phenomenon Scale (CIPS), Perceived Discrimination Scale (PDS), and Mental Health Inventory-18 (MHI-18) using Qualtrics survey software. Results indicated that high levels of impostor feelings moderated the perceived discrimination and depression relationship and mediated the perceived discrimination and anxiety relationship. Among Asian American students, impostor feelings mediated the relationship between perceived discrimination and both depression and anxiety. Among Latino/a American students, low levels of impostor feelings moderated the relationship between perceived discrimination and both depression and anxiety, and partially mediated the relationship between perceived discrimination and anxiety.

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

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

Colby, S.J., Swanton, D.N., & Colby, J.J. (2012). College students' evaluations of heavy drinking: The influence of gender, age, and college status. . *Journal of College Student Development*, 53 (6), 797-810.

Using standardized vignettes describing alcohol abuse, the researchers assessed the extent to which age, gender, and college status influenced student evaluations of heavy drinking. Participants were recruited from the student body of a private Catholic college in the Northeastern U.S. After reading the vignettes the students completed a questionnaire designed to elicit attitudes and beliefs about the drinking behavior described in the vignettes. When vignettes depicted a 35-year-old engaged in heavy drinking and experiencing negative consequences, participants viewed the heavy drinking as more outside the norm of a typical 35-year-old's drinking patterns, believed that the heavy drinking would produce fewer positive effects for the drinker, and also believed that the heavy drinking was more likely to persist over time. In contrast, the same pattern of drinking and consequences for a 20-year-old was seen as more normative and time-limited and associated with more positive effects.

Coll, K.M., Nicholson, J., & Wilson, T.E. (2003). Expanding counseling services through a collaborative practicum-based resource. *Journal of College Student Psychotherapy*, 17(4), 73-82.

Counseling centers in the U.S. today must operate within an environment of increasing severity of presenting problems, increased demands for accountability, underutilized services, downsizing or outsourcing of services, budget cuts, and high standards for service delivery. To stretch available resources many centers offer brief therapy limited to 1-5 sessions. Others utilize practicum students in graduate counseling programs to provide services. Such a practicum-based service is described by the authors.

Coll, K.M., & Stewart, R.A. (2002). Collaboration between counseling services and an academic program: An exploratory study of student outcome. *Journal of College Counseling*. 5(2), 135-141.

This study examined the role of counseling services in increasing student academic and social integration. A collaborative effort between a counseling services and a teacher education program resulted in the early identification of students who were at risk of academic failure. Results indicated that those at risk students who opted for counseling demonstrated gains their social integration, and in their overall confidence to teach and perform the duties of a teacher.

Coll, K.M. & Stewart, R.A. (2008). College student retention: Instrument validation and value for partnering between academic and counseling services. *College Student Journal*, 42(1), 41-56.

This study explored the use of Pascarella and Terenzini's academic and social integration scales to improve the retention of at-risk students considering teaching as a career. The scales were found to differentiate academic integration, social integration and career decidedness for these students.

Conley, A. H., Overstreet, C. M., Hawn, S. E., Kendler, K. S., Dick, D. M., & Amstadter, A. B. (2017). Prevalence and predictors of sexual assault among a college sample. *Journal of American College Health, 65*(1), 41-49.

Sexual assault (SA) is the most common form of violence on US college campuses. Previous victims of SA have a 2-3-fold risk of being revictimized. The authors of this study examined the prevalence and correlates of precollege, college-onset, and repeat SA in a sample of 7,603 students. Broad SA was defined as sexual assault and other unwanted or uncomfortable sexual experience. Descriptive statistics and logistic regression analyses revealed that almost one fifth of the sample reported experiencing broad SA. Women reported higher rates than men. About 40% of participants who reported broad SA prior to college were revictimized while enrolled in college. For both men and women, experiencing an interpersonal trauma prior to college was a predictor of broad SA. Social support served as a protective factor for men and women.

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

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

Conley, A. H., & Griffith, C. (2016). Trauma-informed response in the age of Title IX: Considerations for college counselors working with survivors of power-based personal violence. *Journal of College Counseling, 19*(3), 276-288. doi:10.1002/jocc.12049

This article explores power-based personal violence (PBPV) in the context of college campuses and reviews, through a feminist theory lens, a diverse selection of effective trauma-informed techniques for college counselors working with survivors of PBPV.

Conley, C. S., Shapiro, J. B., Kirsch, A. C., & Durlak, J. A. (2017). A meta-analysis of indicated mental health prevention programs for at-risk higher education students. *Journal of Counseling Psychology, 64*(2), 121-140.

A meta-analysis was conducted to evaluate the impact of face-to-face (FTF) prevention programs for various types of mental health problems. A sample size of 60 reports evaluating 79 different interventions was used. Results provided empirical support for the positive impact of indicated prevention programs for higher education students dealing with subclinical levels of depression, anxiety, anger, general psychological distress, or difficulties in interpersonal relationships.

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

This study utilized a quasi-experimental 8-month prospective design to measure outcomes of a psychological wellness seminar emphasizing engagement. Participants demonstrated improvements in psychological adjustment, lower stress associated with the college transition, and perceived improvements in psychosocial functioning. The article discusses applications to college health and mental health prevention and practice.

Conway, B., Hammermeister, J., Briggs, L., Young, J., & Flynn, C. (2016). An alternative path for academic success: Evaluating the role of mental skills in an English composition course. *Journal of College Student Development, 57(3), 321-325.* doi:10.1353/csd.2016.0040

The authors examined the relationship between academic habits and experiences and mental skill knowledge for college students. A sample of 322 participants who were enrolled in freshman-level English composition course at a public midsize institution located in the Pacific Northwest. The participants were categorized into a high mental skill knowledge and use group (n=159), and low mental skill knowledge and use (n=163). Results suggested that students with high mental skills likely have a relationship between educational factors such as goal setting, focus, confidence, and a higher development of resilience. Students in the higher skill group also scored higher on the Grant and Franklin academic self-efficacy assessment and suggest a correlation between the two variables. Further, students in the high skill group also scored higher in the academic category. Implications for this study suggest that universities and colleges can provide more education on mental skill building as this could have long-term educational and academic benefits for students.

Constantinian, P.M., Guinyard, C.A., Hermosisima, E.C., Lehman, P.D., & Webb, R.E. (2008). Personal transformation and readjustment in “Homecoming.” *Journal of College Student Psychotherapy, 23, 50-60.*

Students who study abroad often experience readjustment issues upon their return to the home campus. This essay considers developmental challenges that relate to readjustment issues.

Constantine, M.G. (2002). Predictors of satisfaction with counseling: Racial and ethnic minority clients’ attitudes toward counseling and ratings of their counselors’ general and multicultural counseling competence. *Journal of Counseling Psychology, 49(2), 255-263.*

This study investigated the satisfaction of the counseling experience for students of color, who were clients at counseling centers located on five mid-to large sized, predominantly White campuses in the Northeastern region of the U.S. The independent variable used in the study were: (a) students’ attitudes about counseling, (b), ratings of their counselors’ general counseling competence, and (c) ratings of their counselors’ multicultural competence. Findings were that

multicultural counseling competence explained significant variance in the satisfaction ratings beyond that accounted for by students' ratings of general counseling competence.

Constantine, M.G., Anderson, G.M., Berkel, L.A., Caldwell, L.D., & Utsey, S.O. (2005). Examining the cultural adjustment experiences of African international college students: A qualitative analysis. *Journal of Counseling Psychology, 52(1), 57-66.*

A small group of international students attending a large, predominantly White university in the mid-Atlantic region of the U.S. participated in this qualitative research study. The goal of the student was to reveal information about the students' pre- and post-sojourn perceptions-sojourn perceptions of the U.S., the challenges associated with being an international student, the quality of interpersonal relationships in the U.S., openness to seeking counseling to address adjustment issues, and strategies for coping with the students' cultural adjustment concerns. Findings and implications are discussed.

Constantine, M.G. & Arorash, T.J. (2001). Universal-Diverse orientation and general expectations about counseling: Their relation to college students' multicultural counseling expectations. *Journal of College Student Development, 42(6), 535-544.*

Universal-diverse orientation is defined as an awareness and acceptance of both similarities and differences among people. This study sought to examine college students' general counseling expectations in relation to their multicultural counseling expectations. In a survey of 186 students who were enrolled at 3, predominantly White, mid-size colleges and universities in the Northeast and Southeast, the authors found that college universal-diverse orientation and general counseling expectations were positively related to their multicultural expectations. In order to increase commitment to the counseling process, counseling center staff may wish to identify the extent to which students of color who seek mental health services may harbor expectations about their level of multicultural competence.

Constantine, M.G., Wilton, L., & Caldwell, L.D. (2003). The role of social support in moderating the relationship between psychological distress and willingness to seek psychological help among Black and Latino college students. *Journal of College Counseling, 6, 155-165.*

This study tested for moderating effects for social support resources on the relationship between psychological distress and willingness to seek mental health counseling among Black and Latino college students. A convenience sample of Black and Latino students who were enrolled at a large, predominantly White university in the northeastern U.S. provided demographic information and completed the Psychological Concerns Checklist, and the Social Support Questionnaire- Short Form. Participants with higher levels of psychological distress were more willing to seek mental health counseling than those with lower levels of distress. A social support network served as a significant moderator for Black college students but not for their Latino counterparts.

Cook, P. F. (2000). Effects of counselors' etiology attributions on college students' procrastination. *Journal of Counseling Psychology, 47(3), 352-361.*

The purpose of this study was to determine which of 3 counselor interpretation of client causal attributions about their problems etiology facilitated the best outcomes. A convenience sample of undergraduate procrastinators from a large, public, Eastern university volunteered for the study and were assigned to 1 of 3 experimental groups. Participants interacted with a counselor who either (a) agreed with them about the causes of procrastination; (b) disagreed with them; or (c) said it was not important to specify a cause. Findings indicated that (c) led to more -reported procrastination.

Cook-Cottone, C. P. (2004). Using Piaget's Theory of cognitive development to understand the construction of healing narratives. *Journal of College Counseling, 7(2), 177-186.*

The author presents a healing narrative as a framework within which the counseling process can occur. Included in the presentation are; the narrative process in counseling, a proposed model including the maturation and types of narratives, and implications for college counselors and researchers.

Cook-Cottone, C, and Phelps, L. (2003). Body dissatisfaction in college women: Identification of risk and protection factors to guide college counseling practices. *Journal of College Counseling,6, 80-89.*

A study was conducted to empirically explore risk and protective factors suggested by the eating disorder literature that focuses on college age women of various ethnic groups. A convenience sample of female college students attending a small college in western New York were asked to complete a health questionnaire that contained the Body Dissatisfaction and Drive for Thinness scales of the Eating Disorders Inventory 2, and the Physical Self-Concept, Social Self-Concept, Competence, and Academic Self Concept scales of the Multidimensional Self-Concept Scale. Participants with greater physical self-concept, less drive for thinness, and greater social self-esteem expressed less body dissatisfaction.

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

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

Cooper, S.E. (2005). Chapter 1: Evidence-based psychotherapy practice in college mental health. *Journal of College Student Psychotherapy, 20(1), 1-6.*

The author provides an overview of the issue of evidence-based mental health counseling practice, including that offered in college counseling centers.

Cooper, S.E. (2007). Chapter 6: Combined psychotherapy/medication treatment: The Valpo model. *Journal of College Student Psychotherapy*, 21(3/4), 125-147.

The article describes a combined treatment model consisting of psychotherapy augmented by medication. Medication consultation services are available to those clients who are actively involved in psychotherapy. A detailed description of the model is provided including: the contextual environment in which the model is utilized, a history of the service, a description of the process utilized, and some caveats for those interested in this treatment modality

Cooper, S.E. (2005). Chapter 7: Evidence-based psychotherapy in college mental health: Common concerns and implications for practice and research. *Journal of College Student Psychotherapy*, 20(1), 79-87.

A delineation of common concerns about the applicability of evidence-based practices across clinical and diagnostic scenarios for university mental health, as well as implications and suggestions for practice and research of evidence-based psychotherapy in college counseling center contexts, are presented.

Cooper, S. E. (2014). DSM-5, ICD-10, ICD-11, the Psychodynamic Diagnostic Manual, and person-centered integrative diagnosis: An overview for college mental health therapists. *Journal of College Student Psychotherapy*, 28(3), 201-217. doi:10.1080/87568225.2014.914828

This article compares the Diagnostic and Statistical Manual of Mental Disorders-5 (DSM-5) with the International Classification of Diseases and Related Health Problems (ICD-10). The Psychodynamic Diagnostic Manual and an alternative diagnostic system being developed internationally, the Person-centered Integrative Diagnostic model is discussed. Pros and cons of each diagnostic system are presented.

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.

Cooper, S., Archer, J., & Whitaker, L. (2001). Chapter 1: Introduction. *Journal of College Student Psychotherapy*, 17(2), 1-12.

These authors introduce a series of articles addressing brief therapy in college counseling centers by describing a close fit between the developmental approach to counseling young adults used at counseling centers and several general principles of brief therapy, including: timeliness, being

focused, being goal-oriented, employing an active therapist, and establishing a rapid therapeutic alliance).

Cooper, S.E., & Archer, J.A., Jr. (2002). Evaluation and research in college counseling center contexts. *Journal of College Counseling*, 5(1), 50-59.

The goal of this study was assess the research activities among college counseling centers in the U.S. Members of the Association of University and College Counseling Center Directors (AUCCCD) were sent a survey that focused on the extent of research conducted at their center in four areas: evaluation of counseling services and programs, investigation of student characteristics or outcome studies, examination of basic research studies, and summary of research interest and support. The authors found that a low level of scholarly research was being conducted.

Cooper, S.E., Benton, S.A., Benton, S.L., & Phillips, J.C. (2008). Evidence-based practice in psychology among college counseling center clinicians. *Journal of College Student Psychotherapy*, 22(4), 28-50.

This article presents the results of a national survey related to evidence-based practice in college counseling centers. The survey was distributed via the list-serves for the Association of College and university Counseling Center Directors, the Association of Counseling Center Training Agencies, and the Section of University and College Counseling Center of the Society of Counseling Psychologists. Two hundred and fifty eight responses were received. Results indicated that the majority of colleges counseling center professionals seek to be scientifically or professionally in-based proactive were in four domains. 1) the importance of common factors in therapy efficacy; 2) beliefs concerning evidence-supported treatments; 3) views of use of sources of evidence to inform practice; and 4) perceived importance of sources of evidence to inform practice.

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.

Cooper, S.E. & Nasr, S.J. (2006). Combining psychotherapy and medication for college students with severe psychopathology: A descriptive study. *Journal of College Student Psychotherapy*, 21(3/4), 33-49.

This article provides a review of the literature related to the use of medications as augmentation to psychotherapy. It then reports the results of a retrospective, descriptive study designed to provide further information on this topic. Participants were clients who had received one or more

psychiatric prescription consultations as augmentation for their psychological counseling. They were enrolled at a medium size, private university. The Carroll Depression Rating Scale was administered prior to every session with the psychiatrist. Most clients showed significant improvement.

Cornish, J.A.E., Riva, M.T., Henderson, M.C., Kominars, K.D., & McIntosh, S.(2000). Perceived distress in university counseling center clients across a six-year period. *Journal of College Student Development, 41(1), 104-109.*

Are students coming to college with increasingly serious psychological issues? The 2 goals of this preliminary study were to 1) examine the self-reported levels of distress for students seen at a university counseling center over a 6 year period and 2) determine if the number of extremely distressed students, as measured by GSI scores, had increased during this period. The data did not show a consistent increase in client distress over the 6 year period; but did show an increase in the numbers of extremely distressed students in years 4 and 5. These results should be viewed with caution due to many stated limitations.

Corprew III, C. S. and Mitchell, A. D. (2014). Keeping it frat: Exploring the interaction among fraternity membership, disinhibition, and hypermasculinity on sexually aggressive attitudes in college-aged males. *Journal of College Student Development, 55(6), 548-562. doi:10.1353/csd.2014.0062*

This study explores the relationship between hypermasculine attitudes and sexually aggressive attitudes, and accounts for ways in which fraternity membership and disinhibition may mediate the relationship. All participants (n=217) in this study were males between the ages of 18 and 25 from three different institutions in the southern part of the United States. From the total participants, 182 participants attended a predominately White institution, 28 participants attended a historically Black college or university (HBCU), and 7 participants attended another HBCU. Participants were recruited through the psychology departments, gyms, and student centers at their respective institutions. Of the participants (n=217), 81 men self-identified as members of fraternities. In review of the results, multiple relationships were found between the variables, but minimal significant relationships were found. Results suggested that hypermasculine attitudes and disinhibition significantly predicted attitudes toward sexual aggression. It was found that for fraternity members, as hypermasculine attitudes increase, so do hostile attitudes towards women. This result was consistent for males without fraternity membership, but there were confounding factors that the authors contributed to this result. For non-fraternity members, results suggested that as disinhibition increased, hostile attitudes toward women decreased. Overall, in this study, a significant relationship existed between disinhibition and sexual aggression. Implications of these results suggest that university offices can jointly provide programming that would allow university men can explore their true selves and can begin to understand themselves as opposed to conforming to the attitudes present in their environment. Further, campus organizations and offices should provide programming that help men establish healthy relationships and boundaries with women.

Corrigan, M.J. (1998). Counseling college students with Disabilities: Legal, ethical and clinical issues. *Journal of College Counseling, 1(2), 181-189.*

This article provides guidance for college counselors providing service to students with disabilities. Legal, ethical and clinical considerations are discussed.

Cosgrove, H. E., Nickerson, A. B., & DeLucia, J. (2017). Past peer victimization and current adult attachment in college students. *Journal of College Counseling, 20*(1), 22-36. doi:10.1002/jocc.12056

This study examines how different types of peer victimization (i.e., physical, verbal, relational, and property damage) during elementary, middle, and high school relate to both the number of relationships college students engage in and their perceived quality of attachment in these relationships. A convenience sample of 386 undergraduate and graduate student volunteers from two universities in the northeastern United States completed the Multidimensional Peer-Victimization Scale and the Revised Adult Attachment Scale. Findings included (a) no significant gender differences regarding verbal or relational peer victimization; (b) significant correlations between all forms of previous victimization; and (c) previous verbal and relational victimization predicting less stable adult attachments, with verbal victimization being more significant.

Coudray, C., Palmer, R., & Frazier, P. (2019). Moderators of the efficacy of a web-based stress management intervention for college students. *Journal of Counseling Psychology, 66*(6), 747–754.

Web-based interventions have demonstrated efficacy in teaching college students stress management skills. However, research is lacking regarding who might benefit most from these interventions. The current study aimed to explore moderators of the efficacy of a web-based stress management intervention that focused on increasing perceived present control. Results indicated that the web-based intervention was more effective for students experiencing higher levels of stress, depression, and anxiety compared to students experiencing less distress. Additionally, students who were less distressed experienced little benefit from their participation in the intervention. Findings suggest that web-based stress management interventions may be better employed as an indicated prevention approach instead of a universal approach.

Coulter, L.P., & Beck, T.D. (1998). Managing college student mental health crises after hours: A survey of counseling centers. *Journal of College Counseling, 18*(1), 10-26.

The subject of this article, after-hours services for college counseling centers, presents challenges for professionals on all residential campuses. The authors report the results of a pilot survey of counseling centers' practices for after-hours emergency service provision. Responses varied widely, most counseling centers in this survey of 29 counseling centers located in an eastern state offered such services and the responsibility for provision was typically that of counseling center personnel.

Coulter, L.P., Offutt, C.A., & Mascher, J. (2003). Counseling center management of after hours crises: Practice and problems. *Journal of College Student Psychotherapy, 18*(1), 11-33.

This article reports the results of a national survey of counseling centers that explored after-hours service provision. A random national sampling was mailed a survey that inquired about after-hours counselor on-call availability and related questions. The authors describe the results and discuss information revealed by the survey that would impact the creation of institutional policy/process for providing after-hours counseling services.

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

360 college students participated in a study to determine associations between risk in family environments and outcomes relevant to health that are experienced in college, and the role of loneliness. There was an association between family environment risk and loneliness, perceived social stress, type of affect, and self-rated health. Risk in family environments while in childhood can negatively affect health in those who experience loneliness in college.

Cox, B. E., Dean, J. G., & Kowalski, R. (2015). Hidden trauma, quiet trauma: The prominence and consequence of complicated grief among college students. *Journal of College Student Development*, 56(3), 280-285. doi:10.1353/csd.2015.0030

The authors examined the impact of grief and complicated grief on college students. Two different studies were used, one wherein mental services were compared between grieving and nongrieving students, and a second study focused on one institution and the impacts of not utilizing counseling services and the barriers that prevented these students from utilizing mental health services. Study 1 utilized pre-existing data from 28 different four-year institutions over a four-year time frame. Of the total participants (n=2,470), 84.6% indicated that they had not utilized mental health services after experiencing the loss of a family member or friend. Further, results indicated that students who had experienced a loss in the previous year, 17.7% of students sought counseling at least once, while 14.4% of students who had not suffered a loss sought counseling services. For Study 2, 117 participants engaged in the research and were all from a medium-size institution located in the Southeast, and all had reported suffering from a recent loss. A total of 21.4% of students self-reported “long-term” impacts on social interactions, academics, and psychological and physical well-being. Approximately one-fourth of the participants reported not being aware of the mental health services available to them, and less than half of the total participants could correctly identify the available resources. The results also indicated a few common barriers to utilizing services reported by the participants: time limitations (22.2%), limited belief in the benefits of services (17.9%), and limited knowledge on how to utilize the resources (15.4%). Implications from both studies suggest that students who experience grief occur more frequently than previously thought from research, and the grief experienced further complicated the stress already experienced as a college student. Further, colleges and universities need to promote resources available to students on campus. Specific programming can provide education to students and other university officials on signs and symptoms of prolonged grief, as many are not aware of the impact of prolonged grief. University offices and departments can also collaborate and work together to bring outreach services to students in need.

Cox, B. E., Thompson, K., Anderson, A., Mintz, A., Locks, T., Morgan, L., ...Wolz, A. (2017). College experiences for students with autism spectrum disorder: Personal identity, public disclosure, and institutional support. *Journal of College Student Development, 58*(1), 71-87. doi:10.1353/csd.2017.0004

This qualitative study evaluated the experiences of college students with Autism Spectrum Disorder (ASD), with specific focus and attention paid to the role of personal identity, public disclosure, and institutional support. Semi structured interviews were conducted with all nine participants; during the interviews, participants were asked to describe their experiences related to their development, their decision about public disclosure of ASD, and about their fears related to attending college. The findings of this study suggest that students with ASD disclosed their diagnosis in academic settings to obtain appropriate formal university accommodations. Participants disclosed their diagnosis with members of their peer group when it seemed necessary and needed to disclose. Participants discussed two different parts of their identity (internal and external), with internal identity being focused on how ASD fits into their established sense of identity and external identity being the ways in which students disclose and share their diagnosis with others. Students shared that as a part of their internal identity, they were aware they had some differences from their peers. Internal and external identities often clashed when students would try to engage with others without disclosing their diagnosis. Implications from this study suggest that faculty and staff be trained to respond to students with various disabilities. Further, funding for counseling centers should be increased so counseling centers on campus can accommodate students with specific needs such as ASD, and the potential accompanying mental health challenges as well.

Craddock, S., Birnbaum, M., Rodriguez, K., Cobb, C., & Zeeh, S. (2011). Doctoral students and the impostor phenomenon: Am I smart enough to be here? *Journal of Student Affairs Research and Practice, 48*(4), 429–442.

This study explores feelings associated with the impostor phenomenon (IP) as experienced by six doctoral students enrolled in a higher education program at a research-intensive, regional university in the western U.S.. Using data gathered from semi-structured interviews and a focus group, the authors' analysis revealed that participants had feelings related to perceptions of inadequacy and academic preparedness. The authors found that first semester coursework, participants' racial identity, and family expectations shape IP feelings.

Cramer, K.M. (1999). Psychological antecedents to help-seeking behavior: A reanalysis using path modeling structures. *Journal of Counseling Psychology, 46*(3), 381-387.

Earlier studies have revealed four psychological antecedents to college students' attitudes toward seeking professional help. These factors include: level of distress, attitudes toward professional psychological counseling, available social support, and self-concealment. The goal of this study, which used a convenience sample of psychology students, was to explore the relative contribution of these four antecedents. Several path models were evaluated and results showed that one offered a good fit in two samples. According to this model, individuals are more likely to seek counseling when distress is high and attitudes toward counseling are positive. Distress is likely to be high when social support networks are impaired and individuals conceal personally

distressing information from others, and individuals who conceal information are likely to have negative attitudes toward counseling and impaired social support networks.

Cramer, R. J., La Guardia, A. C., Bryson, C., & Morgan, K. (2017). The intersection of nonsuicidal self-injury and suicide-related behavior: Patterns of elevated risk and implications for college mental health. *Journal of American College Health, 65*(6), 363-371.

Individuals using Nonsuicidal Self-Injury (NSSI) behaviors are at greater risk for suicide-related behaviors (SRB). The current study seeks to add to the literature on NSSI and SRB and how the two may be related. Within the sample of 572 undergraduate students, demographics, mental health, and negative coping were examined in relation to NSSI and SRB. Results indicated that NSSI and SRB are statistically related to one another and that demographic differences exist. Women reported more frequent cutting behavior. Those who had a history of NSSI had a seven times worse likelihood of experiencing SRB. Women, bisexual individuals, and Hispanic individuals were more likely to report both NSSI and SRB. Those who reported both NSSI and SRB had worse mental health symptoms and exhibited unhealthy coping styles. Prior exposure to suicide increased the odds of reporting both NSSI and SRB.

Crandall, E. K., Ruggero, C. J., Bain, K., & Kilmer, J. (2014). Adjustment difficulties and caregiving burdens faced by college students with a parent with bipolar or depressive disorders. *Journal of College Student Psychotherapy, 28*(1), 47-58. <http://dx.doi.org/10.1080/87568225.2014.854678>

A portion of college and university students arrive on campus from families with one or more parents who experience bipolar or depressive disorder. This study examined whether these students face unique challenges in college, including increased adjustment difficulties or greater parental caregiving burdens. Semistructured interviews and self-report instruments were used with 89 participants (27 with parents with bipolar disorder, 30 with parents with a mood disorder, and 32 with no parental mental health history). Students with a family history of bipolar disorder and MDD had significantly greater difficulty adjusting to college. These difficulties persisted even after controlling for whether the student themselves had been affected by a mood disorder. The students of a parent with either bipolar disorder or MDD also reported significantly more burden associated with caring for their parents. Implications for college mental health professionals are outlined.

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

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

a significant gap in the literature as the overall lack of articles regarding international students' vocational situation.

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

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

Crumb, L. and Haskins, N. (2017), An integrative approach: Relational-cultural theory and cognitive behavior therapy in college counseling. *Journal of College Counseling, 20*, 263-277. doi:10.1002/jocc.12074

This article presents a case illustration of a means for integrating cognitive behavior therapy through the lens of relational-cultural theory.

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

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

Cunningham, C. E., Zipursky, R. B., Christensen, B. K., Bieling, P. J., Madsen, V., Rimas, H., & ... Munn, C. (2017). Modeling the mental health service utilization decisions of university undergraduates: A discrete choice conjoint experiment. *Journal of American College Health, 65*(6), 389-399.

The goal of the current study was to explore features of campus mental health services that influence help-seeking behaviors of college students. Specifically, the authors explored the following research questions: 1. Are there segments of students who prefer different mental health services? 2. What attributes of campus mental health services influence each segment's utilization decisions? and 3. Would students use an E-mental health service? The study used a discrete choice conjoint experiment to examine preferences among 909 surveyed Canadian

students. Results indicated that three classes were a better fit compared to a two-class model. 45.5% of participants were most likely to contact a program where they could talk to psychologists or psychiatrists. 39.3% of participants choose services providing alternatives to psychotherapy or medication such as those that focused on diet and exercise. Finally, 15.2% of participants indicated they would be less likely to use psychologists, psychiatrists, or alternative services if they were experiencing mental health problems, this group also indicated greater distress. 89.5% of participants choose standard counseling over E-Mental Health however, participants who choose alternatives were most likely to choose E-Mental Health Counseling. If wait times for standard counseling were higher than E-Mental Health, participants were more likely to choose E-Mental Health.

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

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

Curtin, L., Stephens, R.S., & Bonenberger, J.L. (2001). Goal setting and feedback in the reduction of heavy drinking in female college students. *Journal of College Student Psychotherapy, 15*(3), 17-37.

Describes, examines, and provides supportive evidence for the use of self-regulation strategies in the treatment of heavy drinking among female students.

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

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

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

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

Dahlen, E. R., Czar, K. A., Prather, E., & Dyess, C. (2013). Relational aggression and victimization in college students. *Journal of College Student Development, 54*, 140-154.

These researchers found that relational aggression in college students' peer and intimate relationships was associated with depression, anxiety, stress, problematic anger, and alcohol problems. Peer relational aggression was predicted by anxiety, problematic alcohol use, and anger traits.

Daltry R. A Case Study: An ACT Stress management group in a university counseling center. *Journal of College Student Psychotherapy* [serial online]. January 2015;29(1):36-43. Available from: Academic Search Complete, Ipswich, MA. Accessed August 5, 2018.

The aim of this preliminary, small-scale study was to find out if ACT seemed to be effective in increasing participants' ability to tolerate distress, decreasing participants' level of experiential avoidance and hence willingness to engage in day-to-day tasks, responsibilities, and social interactions, and decreasing anxiety symptoms traditionally targeted in CBT interventions. Four clients, who were enrolled at a public university in the Eastern U.S. participated in a ACT Stress Management Group and completed the pre-group and post-group assessment packet. The results show promising support for the effectiveness of an ACT Stress Management Group in reducing participants' level of experiential avoidance, increasing their ability to tolerate distress, and reducing anxiety symptoms.

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.

Daltry, R. M., & Mehr, K. E. (2015). Therapy Dogs on Campus: Recommendations for Counseling Center Outreach. *Journal of College Student Psychotherapy, 29*(1), 72-78. doi:10.1080/87568225.2015.976100

This article describes the design and implementation of a dog therapy outreach program through the counseling center at a mid-size, public university located in the Eastern U.S.

Daltry, R., & Mehr, K. E. (2016). Examining mental health differences among transfer university students seeking counseling services. *Journal of College Student Psychotherapy, 30*(4), 262-267. doi:10.1080/87568225.2016.1219611

The current follow-up study (see Mehr, K. E., & Daltry, R. (2016) focused on mental health differences within the transfer student population based on when and from where they transferred. Findings indicated no significant difference in mental health distress based on length of time the student has been at the current institution, nor is there a significant difference in mental health distress between community college transfers and those from 4-year institutions.

Das, R., & Bhattacharya, S. D. (2015). College psychotherapy at an Indian technical education university's counseling center. *Journal of College Student Psychotherapy, 29*(2), 90-93. doi:10.1080/87568225.2015.1008359

Presented is a transcript of an online interview with student counselors at the Indian Institute of Technology Kharagpur.

Daughhete, C. (2001). Using genograms as a tool for insight in college counseling. *Journal of College Counseling, 4*(1), 73-76.

The genogram is a visual representation of an individual's family of origin and is similar in concept to a family tree. The author explains how genograms can be adapted to serve as a tool to utilize within the counseling process. Case examples are used to illustrate the application of genograms to encourage insight and awareness.

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

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

Davey, C.M. & Bishop, J.B. (2006). Muscle dysmorphia among college men: An emerging gender-related counseling concern. *Journal of College Counseling, 9*, 171-180.

Men who have muscle dysmorphia are consumed by their appearance and perceived muscularity. Diagnostic criteria for this condition include (a) a preoccupation with the idea that the body is not muscular or lean enough, (b) a clinically significant impairment of life activities, and (c) the preoccupation focused on insufficient musculature and not on other aspects of appearance. The authors discuss this disorder and discuss the added complication of creatine use by clients who are attempting to self-manage this condition. The need for additional research is emphasized.

David, E. J. R., Okazaki, S., & Saw, A. (2009). Bicultural self-efficacy among college students: Initial scale development and mental health correlates. *Journal of Counseling Psychology*, 56 (2), 211-226.

Bicultural students are students who have been extensively exposed to two different cultures which may include cultural or ethnic minorities, multiracial individuals, and immigrants. This study is to develop and validate the Bicultural Self-Efficacy Scale (BSES) and examine the relationship between bi-racial self-efficacy and psychological well-being. Two hundred and sixty eight participants were administered the BSES, the Vancouver Index of Acculturation (VIA), the Satisfaction With Life Scale (SWLS), the Mood and Anxiety Symptoms Questionnaire (MASQ), and the Marlowe-Crowne Social Desirability Scale (MCSD). The study found the BSES to have internal consistency and validity in regards to measuring a bicultural individual's ability to negotiate between the six dimensions of bicultural competence. Also, results of the study indicated that perceived bicultural self-efficacy was related to the students' psychological well-being.

Davidson, M. M., Gervais, S. J., Canivez, G. L., & Cole, B. P. (2013). A psychometric examination of the interpersonal sexual objectification scale among college men. *Journal of Counseling Psychology*, 60 (2), 239-250.

The purpose of this study was to examine the factor structure of the Interpersonal Sexual Objectification Scale. The scale consists of 15 items and two subscales. An exploratory factor analysis suggests a 3 factor structure. The exploratory and confirmatory factor analysis provided evidence that the scale is structurally valid for college men.

Davis, D.C. (1998). The American College Counseling Association: A historical view. *Journal of College Counseling*, 1(1), 7-9.

This article reviews the history of ACCA noting important milestones in the development of the organization.

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.

Davis, H.D., Jr., Kocet, M.M., & ZoZone, M.S. (2001). Counselor-in-residence: A counseling service model for residential college students. *Journal of College Counseling*, 4(2), 190-192.

The Counselor-In-Residence program at a large, public Southern university is described.

Davis, T.D., III, & Paster, V. (2000). Nurturing resilience in early adolescence: A tool for future success. *Journal of College Student Psychotherapy*, 15(2), 17-33.

Resilience is the power to recover readily from adversity. Correlates with resilience mentioned by the authors include psychological defensiveness, self-awareness, interpersonal skills (including interpersonal cognition, empathy, and capacity for tenderness), the capacity to generate mentors, and to explore self-regulatory behaviors. A program designed to nurture resilience is described.

Day, K. W., Lawson, G., & Burge, P. (2017). Clinicians' experiences of shared trauma after the shootings at Virginia Tech. *Journal of Counseling & Development*, 95(3), 269-278. doi: 10.1002/jcad.12141

A mass shooting took place on Virginia Tech's college campus in 2007. Eight counselors who provided mental health services to the Virginia Tech community in the aftermath of the shooting participated in a phenomenological study. The study described the shared trauma experiences of the counselors and looked specifically at five areas: shared trauma, vicarious traumatization, compassion fatigue, vicarious resilience, and posttraumatic growth.

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.

Deatherage, S., Servaty-Seib, H. L., & Aksoz, I. (2014). Stress, coping, and internet use of college students. *Journal of American College Health*, 62(1), 40-46.

It is common for college students to experience adverse life experiences (ALEs) such as the death of a loved one or a romantic break-up. Reactions may vary from stress to depression and anxiety. This study explored the associations among perceived stress, time spent on the Internet, underlying motives for using the Internet, problematic Internet use, and traditional approaches to coping. 267 college seniors participated in this study. Avoidant-emotional coping was positively associated with perceived stress. Coping-related motives to go online (i.e. stress relief or to forget about problems) was associated with higher stress while enhancement-related motives (going online for excitement and fun) were associated with lower stress. Number of hours per

week was not associated with perceived stress. Problematic online behavior was not a predictor of perceived stress. College women reported higher levels of stress than males. More ALEs experienced was positively associated with poor outcomes.

Deckro, G.R., Ballinger, K.M., Hoyt, M., Wilcher, M., Dusek, J., Myers, P., Greenberg, B., Rosental, D.S., & Benson, H. (2002). The evaluation of a mind/body intervention to reduce psychological distress and perceived stress in college students. *Journal of American College Health, 50(6), 281-287.*

The authors used an experimental design to assess the effect of a 6-week mind/body intervention on college students' psychological distress, anxiety, and perceptions of stress. Among 128 student participants, those who received the 6 group training sessions in relaxation response and cognitive behavior skills demonstrated significantly greater reductions in psychological distress, state anxiety, and perceived stress than did those in the control group.

Delgado-Guerrero, M., & Gloria, A. M. (2013). *La importancia de la hermandad Latina: Examining the psychosociocultural influences of Latina-based sororities on academic persistence decisions. Journal of College Student Development, 54,(4), 361-378.*

This study examined how self-beliefs, social support, and cultural fit influenced academic persistence decisions among members of Latina sororities. Differences were found according to upper-division versus lower-division students. Upper-division Latinas in the study reported higher self-efficacy, whereas lower-division Latinas reports greater academic stress as well as greater perceived social support from sorority sister. More complex relationships among division-level, perceived social support from sorority sisters, perception of the university environment, and academic persistence also were found and are fully discussed in the context of implications for practice with Latina populations on campus.

Delgado-Romero, E. A. (2002). Chapter 13: "I am trapped inside of something I am not": The case of Mary. *Journal of College Student Psychotherapy, 16(3/4), 209-224.*

A client presents with vague problems and ambivalence toward beginning therapy.

Delinger-Ness, L.A., & Handler, L. (2007). Self-injury, gender, and loneliness among college students. *Journal of College Counseling, 10(2), 142-152.*

This study explored the relationship between college student loneliness and self-injury. Participants were drawn from a convenience sample of undergraduate college students who were enrolled at a large southeastern university and who completed a shortened version of the Self-Harm Behavior Survey, the Symptom Checklist-90-R, and the UCLA Loneliness Scale. Results revealed that, for this sample, levels of loneliness were **lower** for those who had engaged in self-injurious behavior. The authors provide several explanations for these results, which were counter to previous research findings.

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

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

Delucia-Waack, J.L., Gerrity, D.A., Taub, D.J., & Baldo, T.D. (2001). Gender, gender role identity, and type of relationship as predictors of relationship behavior and beliefs in college students. *Journal of College Counseling, 4*, 32-48.

This replicated study examined the relationship between gender role relationships and relationship behaviors in romantic relationships. Participants were drawn from a convenience sample of undergraduates enrolled at a Midwestern university and provided demographic information and the Bem Sex Role Inventory, the Dating Behavior Inventory, and the Relationship Belief Inventory. Overall, there were no significant gender role effects for either men or women on relationship behaviors in romantic relationships, although significant gender differences were found in masculine relationship behaviors. Implications for counselors are discussed.

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

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

Demb, A., & Campbell, C.M. (2010). A new lens for identifying potential adult persistent problem drinkers during college. *Journal of College Student Development, 51* (6), 665-678.

This study explored the questions of whether certain personal characteristics or patterns of drinking behavior allow forecasting of those students who persist in their drinking behavior beyond college graduation and those who do not. It also examined the results in the context of insights provided by student development theory. Using a large data set, the study found factors that seemed to separate persisters from non-persisters and that are consistent with student development theories related to drinking behavior, reasons for drinking and matters of control, intervention or consequences.

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

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

DePue, M. K., & Hagedorn, W. B. (2015). Facilitating College Students' Recovery Through the Use of Collegiate Recovery Programs. *Journal of College Counseling, 18*(1), 66-81. doi:10.1002/j.2161-1882.2015.00069.x

The authors of this article provide detailed information about the collegiate recovery population and give examples of successful programs for addressing substance use disorders. Mentioned specifically are the Rutgers Model, Augsburg College's StepUP program, and Texas Tech University's Collegiate Recovery Community (CRC).

Derby, D.C. & Smith, T.J. (2008). Exploring the factorial structure for behavioral consequences of college student drinking. *Measurement and Evaluation in Counseling and Development, 41*, 32-41.

Although the study of student alcohol use on four year campuses is frequently reported, studies reported in the context of community colleges are much less frequent. This article reports such a multi-campus study of the drinking behaviors of community college students using the CORE Alcohol and Drug Survey Community College Long Form. The authors suggest that the results of the study lend support for the reliability and validity for a two factor model to describe the consequences of community college student drinking behavior. These two factors are personal consequences and social consequences.

DeRoma, V., Saylor, C., Swickert, R., Sinisi, C., Marable, T.B., & Vickery, P. (2003). College students' PTSD symptoms, coping and perceived benefits following media exposure to 9/11. *Journal of College Student Psychotherapy*, 18(1), 49- 64.

Post Traumatic Distress Syndrome (PTSD) induced by the events of 9/11 was investigated by the authors of this article by using convenience sample of undergraduates enrolled at three colleges located in the southern U.S. Participants completed an abbreviated version of the Davidson Trauma Scale, the Perceived Benefits Scale, the Past Trauma Experiences Scale and a questionnaire designed specifically for this study, the Charleston Coping Questionnaire. Correlations between level of PTSD symptoms and coping dimensions in the first 24 hours were positive and significant. There was a significant reduction in symptoms after day one. PTSD symptoms correlated significantly with previous traumas and perceived benefits.

DeWitz, S.J., Woolsey, M.L., & Walsh, W.B. (2009). College student retention: An exploration of the relationship between self-efficacy beliefs and purpose in life among college students. *Journal of College Student Development*, 50 (1), 19-34.

The authors investigated the connection between the construct of purpose in life as conceptualized by Frankl (1988) and how, together with measures of Bandura's theory of self-efficacy, struggling first year students could be supported to a successful outcome. A convenience sample of students enrolled at a large, Midwestern university completed several instruments that revealed a student's views on the purpose of life and their self-efficacy. All of the variables measuring self-efficacy were significantly and positively correlated with purpose in life, lending support to the idea of creating interventions based on self-efficacy theory in order to positively influence students' subjective sense of purpose in life for the purpose of improving college student retention.

Diana, D.A. (2002). Chapter 16: Harm reduction: From substance abuse to healthy choices. *Journal of College Student Psychotherapy*, 16(3/4), 255-268.

This manuscript presents, describes, and supports college student substance abuse prevention and intervention from a harm reduction perspective.

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

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

Dickinson, W.L., & Ashby, J.S. (2005). Multidimensional perfectionism and ego defenses. *Journal of College Student Psychotherapy*, 20, 41- 54.

This study investigated the relationship between multidimensional perfectionism and ego defense style. It investigated whether or not there is a difference in the defense styles of adaptive and maladaptive perfectionists. Undergraduate students from a large Midwestern university provided demographic information and completed the Almost Perfect Scale- Revised (APS-R) and the Defensive Style Questionnaire (DSQ). Results revealed that maladaptive perfectionists employed more immature ego defenses than adaptive perfectionists.

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

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

Digal, J. J., & Gagnon, M. M. (2020). Parental influences on university students' mental help-seeking intentions. *Journal of Counseling & Development*, 98(2), 136-146.

Parents play an important role as gatekeepers in facilitating the help-seeking and referral of youth to mental health services. Little empirical evidence has examined this parental role for when children enter college. This study examined whether student-parent relationships and contextual variables influenced help-seeking patterns and the associations between student and parent mental health literacy, perceived stigma, and attitudes toward seeking psychological help on help-seeking intentions. Results indicated that informal help-seeking was associated with increased attachment to parent and lower levels of student distress. Parent variables were also found to have no influence on students' help-seeking intentions.

Dillman Taylor, D., Bratton, S. C., & Henson, R. K. (2019). Confirming the constructs of Adlerian personality priority assessment. *Measurement & Evaluation in Counseling & Development*, 52(3), 191-206.

The Adlerian Personality Priority Assessment (APPA) aims to assess individuals' personality priorities to assist counselors with conceptualizing individuals' life styles. This study sought to further develop the APPA through confirmatory factor analysis (CFA). A split-sample cross-validation CFA was used to verify the four-factor structure. Factors included superiority, control, comfort, and pleasing. A purposive sample of undergraduate students were recruited for the student. Results suggested that the APPA measures a construct different from social desirability providing support for discriminant validity. Demographic analyses showed small effect sizes for the APPA subscale scores and demographic variables, with the exception of superiority and gender.

DiMino, J. L. (2000). A discussion of Dorianne Laux' *The Courage to Heal: Metaphor and the Recovery of Self*. *Journal of College Student Psychotherapy*, 15(2), 111-16.

This article is a review of an article by Dorianne Laux (Journal of College Student Psychotherapy, Volume 15, Issue 2, 2000) that describes the relationship between her and her therapist and the most important attributes of her therapist that contributed to her healing process.

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

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

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

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

DiMino, J. L., & Risler, R. (2014). The intern's experience as supervisor: Managing resistance, identification, and countertransference while feeling insecure. *Journal of College Student Psychotherapy*, 28(2), 157-168. doi:10.1080/87568225.2014.883889

The purpose of this article was to focus on challenges for predoctoral interns who have the experience of supervising—the challenges of being a supervisor while still in training and developing a professional identity. The responsibilities, challenges, perceived risks and relationship with supervisor are discussed.

Dipeolu, A., Kang, J., & Cooper, C. (2007). Support group for international students; A counseling center's experience. *Journal of College Student Psychotherapy*, 22(1), 63-74.

The authors of this article describe successful efforts to stimulate international students' interests in, access to, and participation in a counseling support group. Discussed are: getting started,

structure of the group, group stages and process, group supervision, challenges and recommendations for future efforts.

DiPerna, J.C. (2004). Structural and concurrent validity evidence for the Academic Competence Evaluation Scales- College Edition. *Journal of College Counseling*, 7, 64-72.

This study reviewed the structural and concurrent validity evidence for the Academic Competence Evaluation Scales College Edition (ACES-College). ACES-College is a self-report measure designed to assess a student's self-perception of academically relevant skills and behaviors. The author begins with a review of empirical literature that deals with *academic competence*, and concludes that this term is often confused with academic performance and academic ability. The ACES-College uses a working report definition of academic competence consisting of skills, attitudes and behaviors that contribute to academic success. A national and diverse sample of students was utilized from diverse institutions located in 13 states. The sampling plan was designed so that the sample would include a large percentage of students with learning disabilities because the ACE-College is primarily intended for students at risk for or already experiencing academic difficulty. When results were compared with student current and cumulative GPA, the author concluded that the ACES-College scores are moderately correlated with these indicators of academic performance. Results also indicated that the instrument is composed of 2 scales Academic Skills and Academic Enablers each with multiple subscales.

Dipeolu, A. O., Storlie, C., & Johnson, C. (2015). College students with high-functioning autism spectrum disorder: Best practices for successful transition to the world of work. *Journal of College Counseling*, 18(2), 175-190. doi:10.1002/jocc.12013

In this article, the authors discuss the challenges of college-to-work transition faced by college students with Level 1 ASD. A review of related issues and relevant citations from the research literature are provided. Targeted strategies to aid in these students' career development are presented.

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.

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

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

DiStefano, T.M., Croteau, J.M., Anderson, M.Z., Kampa-Kokesch, S. & Bullard, M.A. (131). Experiences of being heterosexual allies to lesbian, gay, and bisexual people: A qualitative exploration. *Journal of College Student Psychotherapy*, 3(2), 131-141.

Heterosexual professionals who are members of the dominant group and who work to end oppression in their professional and personal lives through support and advocacy for LGB people have been defined as heterosexual allies. This article reports a survey of heterosexual student affairs professionals who have professional interest in LGB issues. Participants drawn from the National Association of Student Personnel Administrators (NASPA) GLB network who responded to a written survey of open-ended questions. The article describes how participants acted as GLB allies.

DiVento, J., & Saxena, G. (2017). Successfully implementing a group for adult children of alcoholics and adult children of parents with mental illness on a college campus. *Journal of College Counseling*, 20(2), 168-180. doi:10.1002/jocc.12068

This article presents a group intervention approach targeting students whose parents are either alcoholics or exhibit forms of mental illness.

Dogan, T. (2012). A long-term study of the counseling needs of Turkish university students. *Journal of Counseling & Development*, 90(1), 91-96.

Multiple research studies have investigated the changing counseling needs of college students in industrialized countries. However, the literature is lacking research on the counseling needs of college students in non-industrialized countries. This study addressed this gap in the literature by investigating the changing counseling needs of 1,664 university students in Turkey, a non-industrialized country, who had received counseling at the university counseling center. Results indicated that female students were more likely to receive counseling services compared to male students. Students who were in their senior year of college were most likely to seek counseling services. The most frequent referral source to the counseling center among students were self-referrals, however, referrals from parents, faculty, friends, and dormitory advisors were also common among senior students. The two most common presenting concerns of student-clients were mental health issues and developmental problems. Recommendations for future research and counseling practice are discussed.

Donatone, B. (2016). The Coraline Effect: The misdiagnosis of personality disorders in college students who grew up with a personality disordered parent. *Journal of College Student Psychotherapy*, 30(3), 187-196. doi:10.1080/87568225.2016.1177432

The author discusses diagnostic error that may lead to misdiagnoses as personality disordered when in fact a client's issues are better explained by their upbringing. A case example is provided.

Dong, S. & Lucas, M. S. (2014). Psychological profile of university students with different types of disabilities. *Journal of College Student Development*, 55(5), 481-485. doi:10.1353/csd.2014.044

The focus of this study was to compare psychological characteristics of students with disabilities as they enter college. All research for this study was conducted at a large mid-Atlantic American university, and all participants (n=1,226) were first year students at this institution. Results were not consistent for students with various disabilities, yet the characteristics of the students who reported a psychological disability were unique. Students with psychological disabilities self-reported lower self-esteem when compared to students with other disabilities. Additionally, the results suggested that students with psychological disabilities also reported lower life satisfaction, limited social supports, and perceived an increase in obstacles that would hinder these students from reaching their goals. Further, students with a psychological disability are less likely to utilize the disability support services to receive academic accommodations on campus when compared to students with other disabilities. Implications from this study suggest that professionals who work in either disability resource centers or counseling centers on campus collaborate with other offices to approach personal programming that can reach students with disabilities. Some programming can be geared towards specific groups for students (e.g. students with psychological disabilities) as each group has their own unique needs.

Dundas, I., Thorsheim, T., Hjeltne, A., & Binder, P. E. (2016). Mindfulness-based stress reduction for academic evaluation anxiety: A naturalistic longitudinal study. *Journal of College Student Psychotherapy*, 30(2), 114-131. doi:10.1080/87568225.2016.1140988

The purpose of the research reported in this article was to assess whether Mindfulness-Based Stress Reduction (MBSR) would have an ameliorating effect on evaluation anxiety. MBSR was taught to convenience samples of students over a two-year period and its effect on evaluation anxiety measured. A quasi-experimental research design was used. Results showed reductions in both cognitive and emotional components of evaluation anxiety, and that reduction continued post-intervention.

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., 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.

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.

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.

Doumas, D. M. (2017). Alcohol use and drinking motives among sanctioned and non-sanctioned students *Journal of College Counseling*, 20(2), 113-125.

The authors examined the relationship between first-year student motivation to drink and the consequences of this decision as mediated by whether a subject had been previously sanctioned and gender. A large convenience sample of students enrolled at a Northeastern university completed the Daily Drinking Questionnaire, the Rutgers Alcohol Problem Index, and the Drinking Motives Questionnaire-Revised. Results of hierarchical regression analysis indicated that for both previously sanctioned and non-sanction groups the motivation to drink was predicted by social and enhancement motives, and alcohol-related consequences predicted by social, enhancement and coping motives. Alcohol use by sanctioned students was predicted by level of conformity.

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

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

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

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

Doumas, D. M., & Midgett, A. (2015). Ethnic differences in drinking motives and alcohol use among college athletes. *Journal of College Counseling, 18(2), 116-129.* doi:10.1002/jocc.12009

This study examined differences between 1st-year White college athletes and college athletes of color in (a) drinking motives, alcohol use, and alcohol-related problems; (b) the relationship of drinking motives to alcohol use; and (c) the relationship of drinking motives to alcohol-related problems. Participants (N = 165) were 1st-year undergraduate students at an NCAA Division I university in the Northwest who were invited to complete a web-based survey as part of a 1st-year seminar. Results indicated no differences in drinking motives between the 2 groups. White athletes reported higher levels of alcohol use, whereas athletes of color reported higher levels of alcohol-related problems. Athletes of color with high levels of coping and conformity motives reported the highest level of alcohol-related problems.

Doumas, D. M., Nelson, K., DeYoung, A., & Renteria, C. C. (2014). Alcohol-Related Consequences Among First-Year University Students: Effectiveness of a Web-Based Personalized Feedback Program. *Journal of College Counseling, 17(2), 50-162.* doi:10.1002/j.2161-1882.2014.00054.x

This study evaluated the effectiveness of a web-based personalized feedback program using an objective measure of alcohol-related consequences. Participants enrolling at a large metropolitan

university in the Northwest. were assigned to either the intervention group or an assessment-only control group during university orientation. Students in the intervention group were directed to take e-CHUG, a brief, web-based program designed to reduce high-risk drinking by providing personalized feedback and normative data regarding drinking and the risks associated with drinking. Sanctions received for campus alcohol policy violations were tracked over the academic year. Results indicated high-risk drinkers in the control group received significantly more sanctions than other students. Results support the effectiveness of web-based interventions.

Doumas, D.M., Turissi, R., Coll, K.M., Haralson, K. (2007). High risk drinking in colleg athletes and non-athletes across the academic year. *Journal of College Counseling, 10, 163-274.*

Students who engage in student athletics are one of the groups who are most likely to engage in high risk drinking. The authors investigated differences between first year athletes and non-athletes related to alcohol consumption and its consequences during the course of an academic year. Athletes reported heavier drinking, more drunkenness, more total related consequences, i.e., missing class, damaging property, hangovers, regretted sexual encounters, etc.. Highest levels of drinking and consequences occurred in the spring semester.

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

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

Downs, A., Boucher, L. A., Campbell, D. G., & Polyakov, A. (2017). Using the WHO-5-being index to identify college students at risk for mental health problems. *Journal of College Student Development, 58(1), 113-117. doi:10.1353/csd.2017.0008*

This study examined the benefit of the instrument used by many physicians (World Health Organization Five Well-Being Index [WHO-5]), is beneficial when used with college students to identify which students experience significant feelings of anxiety and depression. A total of 903 undergraduate students were a part of the sample, with students from an institution Rocky Mountain West (n=428), and from an institution in the Pacific Northwest (n=475). Results suggest that the WHO-5 questionnaire could be used to accurately identify students who are exhibiting severe symptoms of anxiety and depression. These results suggest that this tool would be useful in identifying students who exhibit symptoms that place them at higher risk for other behaviors related to anxiety and depression. Implications of this study propose that campuses can use tools similar to WHO-5 to identify students who are struggling with anxiety and depression

or who are at increased risk to suffer from anxiety and depression. Colleges and universities would be able to identify students who are at a higher risk and can address needs of students in a proactive manner rather than serving students in a reactive nature.

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

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

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

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

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

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

Duan, W., Ho, S. Y., Siu, B. Y., Li, T., & Zhang, Y. (2015). Role of virtues and perceived life stress in affecting psychological symptoms among Chinese college students. *Journal of American College Health, 63(1), 32-39.*

While few studies exist on virtues and their role with well-being, evidence suggests that they may play a role in producing positive mental health. The following study explored the relationship of virtues, perceived life stress, and psychological symptoms in Chinese students. The study found that perceived stress from minor events mediated the relationship between vitality and psychological symptoms. Conscientiousness directly affected psychological symptoms.

Dubrow-Eichel, S.K. (2001). Chapter 10: Saying good-bye to the guru: Brief intermittent developmental therapy with a young adult in a high demand group. *Journal of College Student Psychotherapy*, 16(1/2), 153-170.

A 16 year old becomes involved in a cult. Brief intermittent therapy, over a five year period, helped him cope and eventually progressively begin to develop his potential.

Duchesne, S., Ratelle, C.F., Larose, S. & Guay, F. (2007). Adjustment trajectories in college science programs. Perceptions of qualities of parents' and college teachers' relationships. *Journal of Counseling Psychology*, 54(1), 62-71.

This longitudinal study described the trajectories of academic and emotional adjustment of science students during the 2 year period from the end of high school to the end of the second year of college. Students were recruited from a high school science program in Quebec that involves students who decide to pursue higher education in scientific disciplines. Poorly and well-adjusted students, as measured by the Student Adaptation to College Questionnaire (SACQ) differed from each other on the basis of parental but not teachers' relationship quality.

Duffy, R. D., Diemer, M. A., & Jadidian, A. (2012). The development and initial validation of the Work Volition Scale-Student version. *The Counseling Psychologist*, 40 (2), 291-319.

In this study, the authors created and validated an instrument to measure work volition among college students. In the first study, the authors conducted an exploratory factor analysis and found two reliable factors, volition and constraints. In the second study, the authors were able to narrow down the scale to 16 items with strong model fit and internal consistency. A third study was conducted and the WVS-SV was found to have strong test-re-test reliability. Implications are discussed.

Duffy, R. D., Kim, H. J., Gensmer, N. P., Pendleton, L. H., Boren, S., & Garriott, P. O. (2020). Testing a critical cultural wealth model of well-being among first-generation students. *Journal of Counseling Psychology*, 67(2), 171-183.

First-generation college student enrollment has shown increases over recent years. The present study explored predictors of career choice and life satisfaction for a sample of first-generation college students, utilizing the critical cultural wealth model. Results indicated that financial stress, sense of belonging, and work violation directly predicted life satisfaction and work volition directly predicted career choice satisfaction. Overall, findings highlight the importance of feeling choice in one's career and having a sense of belonging on campus.

Dugan, J. P., Kusel, M. L., & Simounet, D. M. (2012). Transgender college students: An exploratory study of perceptions, engagement, and educational outcomes. *Journal of College Student Development*, 53(5), 719-736.

This study found variation within the transgender college student population (male to female, female to male, intersexed), as well as differences between transgender students, nontransgender LGB students, and heterosexual students on perceptions of the campus climate, educational outcomes, and other dimensions of the college experience. The findings may inform practices with these specialized campus student and potential client populations.

Dugan, J.P., & Yurman, L. (2011). Commonalities and differences among lesbian, gay and bisexual college students: Considerations for research and practice. *Journal of College Student Development*, 52 (2), 201-216.

Using a large data set that contained data provided by 980 self-identified LGB students who attended college on 52 different campuses, this study explored the appropriateness of collapsing lesbian, gay, and bisexual (LGB) college students into a single category in quantitative research designs as well as the nature of their engagement with the collegiate environment. Results suggest that LGB students are more similar than they are different across 13 dimensions of the collegiate experience.

Duncan, L.E. & Johnson, D. (2007). Black undergraduate students' attitudes toward counseling and counselor preference. *College Student Journal*, 41(3), 696-719.

The preponderance of literature on the subject indicates that, despite recent increases, Black students are still underutilizing counseling services available on college campuses. This study was conducted to test two hypotheses. 1) that African self-consciousness, socioeconomic status, gender, and cultural mistrust would predict attitudes toward counseling and 2) African self-consciousness, socioeconomic status, gender, prior counseling experience and cultural mistrust are correlated positively with preference for an ethnically similar counselor for personal, vocational/educational, and environmental concerns. Results indicated that in this study that included 315 Black college students who attended 3 Midwestern and one Southern institution. Results indicated that gender, socioeconomic status and cultural mistrust are significant predictors of Black attitudes toward counseling. Specifically, being female, having low levels of cultural mistrust, and low SES is associated with more positive attitudes toward counseling.

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.

Duryea, D. G., Calleja, N. G., & MacDonald, D. A. (2015). Nonmedical use of prescription drugs by college students with minority sexual orientations. *Journal of College Student Psychotherapy*, 29(2), 147-159. doi:10.1080/87568225.2015.1008374

The authors analyzed the American College Health Association (ACHA) Spring 2009 NCHA II Reference Group Data (n = 87,105). Their research questioned whether significant differences in nonmedical use of prescription drugs were present based on gender and sexual orientation (ACHA, 2009). Findings indicated that gay and bisexual college students engaged in more high-risk substance using behaviors than their heterosexual peers.

Dvořáková, K., Kishida, M., Li, J., Elavsky, S., Broderick, P. C., Agrusti, M. R., & Greenberg, M. T. (2017). Promoting healthy transition to college through mindfulness training with first-year college students: Pilot randomized controlled trial. *Journal of American College Health, 65*(4), 259-267.

Transition to college often results in an increase in responsibilities, a change in support systems, and a new social environment. It is also common to see an increase in mental health concerns among this population as they are particularly vulnerable to stress and adversity. Research on mindfulness among college students has shown that it can be effective in reducing stress, increasing emotional well-being, improving interpersonal relationships, and improving health-related behavior. This pilot study examined the effectiveness and feasibility of mindfulness training on first-year college students' health and well-being. In this study a control group was compared with the mindfulness training group. Those in the mindfulness group indicated improvements in life satisfaction, depression, anxiety, sleep issues, and alcohol consequences when compared to the control group. The training group did not impact intrapersonal and interpersonal awareness. Students highly rated the program and were likely to recommend the program to their peers.

Earles, J. P. (2009). Acquaintance rape workshops: Their effectiveness in changing the attitudes of first year college men. *NASPA Journal, 46*(3), 417-433.

This study more closely analyzed specific elements of acquaintance rape prevention programs targeting college men to development a strategy for effective intervention for reducing problematic male relationship sexual violence behaviors.

Earnhardt, J.L., Martz, D.M., Ballard, M.E., & Curtin, L. (2002). A writing intervention for negative body image: Pennebaker fails to surpass the placebo. *Journal of College Student Psychotherapy, 17*(1), 19-34.

James Pennebaker and colleagues have found journal writing to be an effective tool in improving physical health. This study used Pennbaker's journaling technique to attempt to reorganize and restructure clients' thoughts and emotions about their body image. Participants were recruited via an email sent to all female students at a mid-sized, southeastern, public university. An experimental group of participants wrote about their body image while a control group wrote about their bedroom. No significant differences between the experimental and control groups were found.

Eastman-Mueller, H. P., Gomez-Scott, J., Jung, A., & Oswalt, S. B. (2015). Psychometric confirmation of the sexual health survey as a useful tool for college health professionals. *Journal of American College Health*, 63(6), 409-414.

College students commonly engage in sexual activity with 70.4% reporting at least 1 partner in the past 12 months. Examining sexual health can help with resource allocation when promoting healthy sexual behavior, providing evidenced-based programming, and understanding college student sexual health overall. The 17-item Sexual Health Survey (SHS) examines student's sexual knowledge, attitudes, and beliefs. The 5 factors scale of the SHS measures 5 sexual health primary areas: perceived sexual acceptability (PSA), comfort with sexual communication (CSC), comfort with barriers (CB), knowledge of barrier protection and STI prevention (BPSP), and rape vulnerability (RV). This study conducted a confirmatory factor analysis on the SHS. All factor loadings were significant and ranged from .55 to .99. Intercorrelations among the 5 factors were small to moderate ranging from -.03 to .52. This supports discriminant validity of the 5 constructs.

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

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

Edwards, K. E., & Jones, S. R. (2009). “Putting my man face on”: A grounded theory of college men's gender identity development. *Journal of College Student Development*, 50, 210-228.

This qualitative study used constructivist grounded theory methodology to investigate 10 college men's experiences pertaining to gender identity. The authors found that the participants' male gender identity was developed through ongoing interaction with society's expectations of them as men and learning societal expectations. The findings may inform developmental programming and other practices with male student and client populations.

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.

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

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

Eells, G. T. (2016). Using an existential psychotherapy framework to assist students in mindful internet use. *Journal of College Student Psychotherapy*, 30(1), 42-53. doi:10.1080/87568225.2016.1105661

The author of this article describes potentially negative values associated with Internet use and depicts how existential psychotherapy promotes corrective values that can help students successfully navigate and their Internet use. A case study is included to illustrate how this approach can work.

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

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

Eells, G.T., Seals, T., Rockett, J., & Hayes, D. (2005). Enjoying the roller coaster ride: Director's perspectives on fostering staff morale in university counseling centers. *Journal of College Student Psychotherapy*, 20(2), 17-28.

This article outlines several counseling center directors' perspectives on staff morale, principles of management, and their assessment of colleagues' needs and motivations. The article includes a set of questions taken from another publication that can assist directors interested in assessing the morale level in their counseling center.

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

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

Effrig, J. C., Maloch, J. K., McAleavey, A., Locke, B. D., & Bieschke, K. J. (2014). Change in depressive symptoms among treatment-seeking college students who are sexual minorities. *Journal of College Counseling, 17*(3), 271-285. doi:10.1002/j.2161-1882.2014.00063.x

The authors of this study explored how levels of distress change during the course of counseling for specific sexual orientation groups and how they may be moderated by environmental factors such as family distress. Data for the study were derived from the Center for Collegiate Mental Health data set, which represents more than 69,000 unique college counseling center clients from 97 college and universities. Results showed that depressive symptoms decreased similarly across sexual orientation groups during the course of treatment and that family support did not moderate the relationship between pre- and posttreatment depressive symptoms but had a direct effect on posttreatment depressive symptoms for students questioning their sexual identity

Egan, P.J, Canale, J.R., delRosario, P.M., & White, R.M. (2007). The Academic Rational Beliefs Scale: Development, validation, and implications for college counselors. *Journal of College Counseling, 10*, 175-183.

The authors discuss a newly developed instrument, the Academic Rational Beliefs Scale (ARBS), which they designed to assess the degree to which a student's cognitions might be contributing to his or her academic issues. Their reported study was designed to extend previous research related to unrealistic or irrational beliefs by identifying specific rational and irrational academic beliefs held by college students and translating them into an exploratory measure of academic beliefs along a rational-irrational continuum. The procedures that were used to develop and validate the ARBS are described.

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

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

Eisenberg, M. H., & Fitz, C. C. (2014). “Drunkorexia”: Exploring the who and why of a disturbing trend in college students’ eating and drinking behaviors. *Journal of American College Health*, 62(8), 570-577.

“Drunkorexia” is defined as the tendency to restrict food intake prior to consuming alcohol. The purpose is to compensate for calories that will be consumed via alcohol. However, restricting food intake can lead to an increased risk of getting drunk and possibly experiencing negative alcohol related consequences. The authors of this study explored if women engage in drunkorexia more than men; if weight control motivation explain sex differences in drunkorexia; and if among women, weight control motivations, are a strong predictor of drunkorexia for heavier drinkers. Alcohol consumption, drunkorexia, and weight control motivations were self-reported by 63 participants. Results indicated that a large portion of those who reported drinking within the past month reported engaging in drunkorexia at least once. Women were more likely to engage in drunkorexia when compared to males and their engagement in this behavior was driven by a greater desire for weight control. Women who reported high levels of drinking were the ones for whom weight control motivations most strongly predicted engagement in drunkorexia.

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

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

Elgin, & Pritchard, M. (2006). Adult attachment and disordered eating in undergraduate men and women. *Journal of College Student Psychotherapy, 21, 25-39.*

Bartholomew's four-category model of attachment was utilized to examine the relationship of adult attachment style to body-disordered eating. A convenience sample of undergraduate men and women were asked to complete the Relationship Questionnaire and the Eating Disorder Inventory. Secure attachment scores were significantly negatively correlated with body dissatisfaction, and fearful attachment scores were positively correlated with bulimia in women. For men, secure attachment was significantly negatively correlated to drive for thinness, bulimia and body dissatisfaction.

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

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

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.

Elliott, M., Gonzalez, C., & Larsen, B. (2011). U.S. military veterans transition to college: Combat, PTSD, and alienation on campus. *Journal of Student Affairs Research and Practice, 48(3), 279-296.*

The authors of this study utilized quantitative survey data to test a model of what causes alienation on campus among student veterans. They then present quotations from student veterans describing the types of situations they find alienating. The results have direct implications for how student affairs professionals may help veterans succeed in college.

Ellis, L. M. & Chen, E. C. (2013). Negotiating identity development among undocumented immigrant college students: A grounded theory study. *Journal of Counseling Psychology, 60 (2), 251-264.*

A qualitative study was conducted to explore the experiences of 11 undocumented immigrant college students. Semi-structured interviews were used to acquire data regarding acculturation, ethnic identity, and educational and career pursuits. Results indicated 4 major themes: “sewn with two threads” to describe bicultural identity; enhancement of positive attributes as a result of documentation struggles; challenging reflections; identity formation as an ongoing negotiation. Implications for educators and counselors are discussed.

Emmons, H.C. (2007). Chapter 10: The fall and rise of resilience: Prevention and holistic treatment of depression among college students. *Journal of College Student Psychotherapy*, 21(3/4), 225-241.

This article presents a perspective of depression as a holistic illness and points towards a comprehensive approach to its prevention and treatment. Illustrative case studies are presented.

English, E. M., Shutt, M. D., & Oswalt, S. B. (2009). Decreasing use of alcohol, tobacco, and other drugs on campus: Exploring potential factors related to change. *NASPA Journal*, 46(2), 163-182.

This alcohol, tobacco, and other drugs (ATOD) study involved a survey conducted at summer first-year student orientations sessions at a large public university in the southeast in 2002, 2004, and 2006 to nearly students. The authors found that there was a decrease in the current Millennial cohort’s drinking, tobacco, and marijuana. At the same time, the study cites previous research suggesting an increase in student use of alcohol, tobacco, and other drugs (ATOD) when entering along with preexisting patterns of ATOD abuse from students prior to entering campus. Implications for incorporating the characteristics and culture of incoming first-year cohorts when developing prevention programs are discussed.

Enright, M., Baldo, T.D., & Wykes, S.D. (2000). The efficacy of eye movement desensitization and reprocessing therapy technique in the treatment of test anxiety of college students. *Journal of College Counseling*, 3(1), 36-48.

The purpose of this study was to evaluate the efficacy of eye movement desensitization and reprocessing (EMDR) in the treatment of college students with high test anxiety. Participants were a convenience sample of students with test anxiety who attended two western universities. Participants completed the Dissociative Experiences Scale, the Subjective Units of Distress Scale, and the Validity of Cognition scale. The study used a pretest-posttest delayed treatment control group design with random assignments of participants. Results indicated that two sessions of EMDR significantly reduced the overall measured test anxiety of the test anxious sample as compared with the delayed treatment control group.

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

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

Epstein, B. (2015). Providing Psychological Counseling in community colleges: Even greater challenges and fewer resources. *Journal of College Student Psychotherapy*, 29(4), 289-295. doi:10.1080/87568225.2015.1074020

This article describes the environment within which community college counselors provide services. Included is a discussion of the limited resources available to support counseling at two-year institutions, the most prevalent presenting psychological issues of clients, and recent progress and recommendations.

Ergas, R. (2002). To speak or not to speak of difference: The search for connection. *Journal of College Student Psychotherapy*, 17, 63-68.

This paper was presented as part of a panel discussion on “Experiences in Working with Other: Psychotherapy and Diversity”. The author discusses the impact of discussing, as part of the initial client-counselor contact, differences in racial/cultural backgrounds. A clinical example is utilized to explore the issues involved.

Estrada, D. & Rutter, P. (2006). Using the multiple lenses of identity: Working with ethnic and sexual minority college students. *Journal of College Student Psychotherapy*, 9(2), 158-166.

Research indicates a much higher use of counseling services by lesbian, gay, and bisexual individuals than those who are heterosexual. Conversely, ethnic minorities characteristically underutilize counseling services. This article explores those clients who are both LGB and ethnic minorities with a focus on increasing -out processes, acculturation processes, and culturally bound family dynamics and application of these to a presented clinical case.

Ey, S., Henning, K.R., & Shaw, D.L. (2000). Attitudes and factors related to seeking mental health treatment among medical and dental students. *Journal of College Student Psychotherapy*, 14(3), 23-39.

This study examined whether perfectionism and psychological distress, academic perfectionism and demographic factors were related to help-seeking attitudes among medical and dental students. Three groups of medical and dental students enrolled at a southern medical university

participated: students not in treatment but clinically distressed, students in treatment, and students not in treatment and not distressed. They provided demographic information and completed the Brief Symptom Inventory, the Multidimensional Perfectionism Scale, Attitudes Toward Mental Health Treatment, and two scales designed to capture student concerns about seeking treatment at a university affiliated counseling center. Results indicated that medical and dental students were at a higher than average risk for psychological distress. More than half of the participants indicated that they might avoid seeking help through the university's student counseling center due to lack of anonymity.

Fabian, E.S., Lent, R.W., & Willis, S.P. (1998). Predicting work transition outcomes for students with disabilities: Implications for counselors. *Journal of Counseling and Development*, 76, 311-316.

This large scale, national study examined predictors of postsecondary school success by analyzing the percentage of participants in a privately funded bridge program for high school seniors.

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

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

Farrell, M. and Langrehr, K. J. (2017), Stress, social support, and psychosocial functioning of ethnically diverse students. *Journal of College Counseling*, 20, 208-223. doi:10.1002/jocc.12070

The purpose of this study was to provide insight into the potential for differential needs of college students and the implications of continuing to generalize mental health practices to majority student populations. Participants were an ethnically diverse group of undergraduates recruited from a southern university that was a nontraditional commuter school. They each completed the Perceived Stress Scale-4, the Multidimensional Scale of Perceived Social Support (MSPSS), the Major Depressive Disorder subscale of the Psychiatric Diagnostic Screening Questionnaire, and the Positive Ideation subscale of the Positive and Negative Suicide Ideation Inventory. Analysis of finding indicated that both high and low levels of social support were enough to significantly reduce the effect of stress on depressive symptoms of students of color. For White students, high social support moderated the effect of stress on protective behaviors.

Fass, D.F., Benson, R.I. & Leggett, D.G. (2008). Assessing prevalence and awareness of violent behaviors in the intimate partner relationships of college students using internet sampling. *Journal of College Student Psychotherapy, 11, 66-75.*

The purpose of this study was to estimate the prevalence of interpersonal partner violence at a small Midwestern university and to assess the need for preventative education and services for at-risk students. A convenience sample of student volunteers provided demographic information and completed an online version of the Revised Conflict Tactics Scale. Overall, 35.2% of the participants reported that they had been victims of physical violence in their intimate partner relationships at least once during college.

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

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

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

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

Feldt, R. C., Graham, M., & Dew, D. (2011). Measuring adjustment to college: Construct validity of the Student Adaptation to College Questionnaire. *Measurement and Evaluation in Counseling and Development, 44(2), 92-104.*
<http://dx.doi.org/10.1177/0748175611400291>

Adjusting to the first year of college has been found to be one of the most challenging social and academic transitions that students will make in their lifetimes. Researchers sought to investigate the construct validity of the Student Adaptation to College Questionnaire (SACQ) to help identify how effectively students are making this difficult transition. Participants were 305 college students who were in their first semester. Results indicated that the following six factors were related to personal and emotional adjustment to college: emotional adjustment, social adjustment, studying, college adjustment, institutional adjustment, and academic adjustment.

Recommendations for revisions to the SACQ and implications for assessment in counseling are discussed.

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.

Feltz, D. L., Schneider, R., Hwang, S., & Skogsberg, N. J. (2013). Predictors of collegiate student-athletes' susceptibility to stereotype threat. *Journal of College Student Development, 54*(2), 184-201.

This study examined influences on internalization of “dumb jock”-related stereotypes among student athletes. Understanding these dynamics might inform better understanding of student-athlete academic adjustment, personal-emotional adjustment, and persistence and success. The authors found that a sports coach’s level of regard for an athlete’s academic ability was a significant predictor of stereotype threat. Further, a sports coach’s level of regard for academics had a negative relationship with athletic identity, which in turn was positively related to stereotype threat. There are natural implications of these findings for consultation and outreach with sports teams and for work with student-athletes on issues of identity, academic adjustment, and persistence.

Ferrier, A.G., Martens, M.P. & Cimini, M.D. (2005). The relationship between physical, sexual, and emotional abuse and unhealthy weight loss behaviors. *Journal of College Counseling, 8*, 118-126.

The purpose of this study was to examine the relationship between recent abuse in women and the tendency to engage in unhealthy weight loss behaviors. A sample of female undergraduate students completed the National College Health Assessment. Approximately 19% of the women reported being in an emotionally abusive relationship, 3% in a physically abusive relationship, and 5% said that they were in a sexually abusive relationship. Seventeen percent of the sample reported engaging in an unhealthy weight loss method during the past 30 days. A significant relationship was found between a reported abusive relationship and reported unhealthy weight loss behaviors.

Field, L.D. (2001). Separation/individuation in a cultural context: The case of a Haitian American student. *Journal of College Student Psychotherapy, 16*, 135-151.

A case study involving a Haitian-American student is used to illustrate culturally competent counseling in addressing the developmental stage of separation and identity development in the college student population.

Fietzer, A. W., Black, N., Ponterotto, J. G., Magaldi, D., Lipari, K., Pratt, A., & Dillon, G. L. (2020). The multicultural personality inventory – Short form: Development and validation. *Measurement & Evaluation in Counseling & Development*, 53(3), 165–181.

This study describes the development and validation of the Multicultural Personality Inventory-Short Form (MPI-SF) which measures personality constructs that are associated with the adjustment to new cultural environments. The aim of this study was to develop a short form version of the MPI to assist with minimizing respondent fatigue while remaining psychometrically strong. Participants included 336 undergraduates from two culturally diverse academic institutions. Statistically analyses demonstrated satisfactory internal consistency and MPI-SF factors were highly correlated with the corresponding factors of the original form. Test-retest stability coefficients were also acceptable over a one and two month period.

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.

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

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

Fink, J. E. (2014). Flourishing: Exploring predictors of mental health within the college environment. *Journal of American College Health*, 62(6), 380-388.

High levels of mental illness and emotional disengagement have been found in incoming populations of college students. This study used Astin's Input-Environment-Outcome (I-E-O) model of college impact that states that students' college-related outcomes are influenced by precollege characteristics and aspects of the college environment. Keyes' theory of mental health, which conceptualizes mental health as a continuum measured by emotional, psychological, and social well-being, was applied to the I-E-O model. The goal of this research was to examine predictive factors of student mental health within the college environment. Predictors of student mental health included a supportive college environment, students' sense of belonging, professional confidence, and civic engagement. Measures of engaged learning were not predictive of mental health.

Fischer, A.R. & Good, G.E. (1998). Perceptions of parent-child relationships and masculine role conflicts of college men. *Journal of Counseling Psychology*, 45(3), 346-352.

This study explored relations between male masculine role conflicts and their perceptions of the quality of parental relationships. Participants in the study were undergraduate men enrolled at a large, public Midwestern university, or at a large, public east-central university in the U.S. Results revealed that, generally, men who perceived more secure, positive, and conflict-free relationships with both fathers and mothers were less likely to experience role conflicts and stress related to their gender.

Fish, J., Livingston, J. A., VanZile-Tamsen, C., & Patterson Silver Wolf (Adelv unegv Waya), D. A. (2017). Victimization and substance use among Native American college students. *Journal of College Student Development*, 58(3), 413-431. doi:10.1353/csd.2017.0031

This study examined the following: (a) rates of Native American college students' victimization compared to students of different ethnic identities, (b) understand the different types of victimization experienced by the participants, (c) rates of substance abuse among participants compared to students of different ethnic identities, (d) the impact, if any, of victimization and substance abuse on the perception of academics, and (e) the ability of victimization and substance abuse to predict perceived academic success. The participant sample consisted of 148,891 students; within this sample, 69.6% identified as White, 9/8% identified as Asian or Pacific Islander, 6.6% identified as Latino, 6.0% identified as Black, 3.4% identified as biracial or multiracial, 2.6% identified as other, 1.4% identified as American Indian, Alaskan Native, or Native Hawaiian (all whom were referred to as Native American in this study), and 0.6% did not identify their ethnicity. The results suggest that the increased levels of victimization experienced by the Native American participants did, in their perception, did have an impact on their academics. The perception of substance use had an impact on academics, but there was no impact of the substance use on academics. A similar finding was found when examining the relationship between alcohol use and academics, wherein the perception of alcohol use had an impact on academics, but the actual alcohol use did not have an impact on academics. The results also suggest that students who identify as Native Americans may have higher rates of substance

abuse than the peers, and it may be utilized to help alleviate the distress from the discrimination experienced. The implications of this study suggestion student affairs professionals provide individual support to Native American students as they experience greater levels of violence and discrimination. Universities can provide students a space where they can meet with other students who have had similar experiences to be able to share with each other and support each other. The authors also propose that student affairs professional's response to Native American students should not be to force students to use resources that are not congruent to the ways of being of the Native American students. Providing resources that align with Native American student's beliefs will not only support students but will also help promote students sense of belonging.

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.

Fitch, T., Marshall, J., & McCarthy, W. (2012). The effect of solution-focused groups on self-regulated learning. *Journal of College Student Development, 53(4), 586-595.*

This article presents as example of an academic intervention that integrates student development concepts approaches with course curricula. The article describes a solution-focused goal-setting group that was effective for improving academic skills vis a vis self-regulated learning.

Fitch, T.J. & Robinson, C.R. (1998). Counseling and development interventions with college athletes: A proposed model. *Journal of College Student Development, 39 (6), 623-627.*

The authors suggest a model for counseling interventions with college athletes that adhere to two propositions: 1) counselors and psychologists who on-campus gain knowledge are already in sports counseling issues, and 2) time needed for implementation be borrowed from organized study time to which team members are obligated.

Fletcher, T.B., Benshoff, & Richburg, M.J. (2003). A systems approach to understanding and counseling college student athletes. *Journal of College Counseling,6(1), 35-45.*

Student athletes can present normal developmental issues when seeking counseling services. However, these students must cope with additional influences in their daily college lives that may influence their emotional well-being. This article reviews the environment of the student athlete and its effect on these students who may become clients. The authors cover the various systems that influence the student-athlete: the NCAA, colleges and universities, athletic departments, teams, bias in sport- including bias related to gender and culture, and implications for working with college student athletes.

Flezzani, J.D. & Benshoff, J.M. (2003). Understanding sexual aggression in male college students: The role of self-monitoring and pluralistic ignorance. *Journal of College Counseling*, 6, 69-79.

Two social psychological constructs that are influenced by social and peer influences in shaping self-monitoring and pluralistic ignorance. This study investigated these two constructs to increase understanding of how sexually aggressive behaviors can be prevented among male college students. Self-monitoring describes the extent to which individuals manage expressive behavior and self-presentation. Pluralistic ignorance refers to assumptions about others' attitudes or beliefs that are mistakenly considered to be correct. Participants were a convenience sample of first and second year male residential students enrolled at a midsized, public Southeastern university. Participants completed the Self-Monitoring Scale, the Perceptions of College Student Behavior Scale, created by the authors, and the Sexual Experiences Questionnaire. Results suggested that self-monitoring style and pluralistic ignorance may be significant social world factors in non-stranger sexual aggression. Implications for practice are discussed.

Florer, K. J. & Prieto, L. (2018). College students' likelihood of "no-showing" for an initial 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.

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.

Flores, L. Y., Navarro, R. L., Lee, H. S., Addae, D. A., Gonzalez, R., Luna, L. L., . . . Mitchell, M. (2014). Academic satisfaction among Latino/a and White men and women engineering students. *Journal of Counseling Psychology*, 61(1), 81-92.

People of color and white women are underrepresented in the engineering field. The purpose of this study was to understand the academic satisfaction in engineering among White and Latino/a engineering students. Utilizing social cognitive career theory (SCCT) as a theoretical framework, the authors hypothesized that student interests, goals, and satisfaction are influenced by self-efficacy. The Engineering Self-Efficacy Scale, Engineering Outcomes Expectations Scale, and modified Likert scales were administered to 527 engineering students at a Hispanic serving institution (HSI). Findings supported the relations between self-efficacy, interests, and goals,

suggesting that engineering students attending HSIs develop interests in engineering activities when they possess high confidence in their abilities to successfully perform engineering tasks. These findings indicate that SCCT predictors accounted for a significant amount of variance in academic satisfaction.

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.

Flynn, S. V., Olson, S. D., & Yellig, A. D. (2014). American Indian acculturation: Tribal lands to predominately white postsecondary settings. *Journal of Counseling & Development, 92(3), 280-293.* doi: 10.1002/j.1556-6676.2014.00156.x

American Indians are the most marginalized and disadvantaged population in the United States and have the lowest postsecondary graduation rate of any minority group. This qualitative study examines 25 acculturating American Indian college students, 12 of their relatives, and 7 postsecondary administrators. Researchers identified a 16 theme strengths-based acculturation process, which highlighted an individual's ability to maintain aspects of their own culture while acculturating to a predominantly White postsecondary setting. This study provides framework for working with and supporting AI college students.

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

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

Foltz, B.M., & Luzzo, D.A. (1998). Increasing the career decision-making self-efficacy of nontraditional college students. *Journal of College Counseling, 1(1), 35-44.*

This article reports the results of an investigation of a career counseling workshop that focused on the career decision-making self-efficacy of non-traditional age students. Workshop participants were enrolled at a large southeastern, public university and completed the Career Decision-Making Self-Efficacy Scale (CDMSES). Participants were randomly assigned to either an experimental treatment group or a delayed-treatment control group. Results suggested that the workshop improved their career decision-making skills of non-traditional college students.

Foubert, J.D., Tatum, J.L. & Godin, E.E. (2010). First-year male students' perceptions of a rape prevention program 7 months after their participation: Attitude and behavior changes. *Journal of College Student Development*, 51 (6), 707-715.

Seven months after seeing The Men's Program, a commonly used rape prevention program, first year college men enrolled at a mid-sized southeastern public university responded to a follow-up questionnaire designed to determine the program's effectiveness. Two thirds of the respondents reported either attitude or behavior changes toward alcohol related sexual assaults.

Franché, V., Gaudreau, P., & Miranda, D. (2012). The 2 X 2 model of perfectionism: A comparison across Asian Canadians and European Canadians. *Journal of Counseling Psychology*, 59 (4), 567-574.

Researchers compared the relationship between 4 subtypes of perfectionism (socially prescribed perfectionism, self-oriented perfectionism, mixed perfectionism, and nonperfectionism) and academic outcomes for Asian Canadian and European Canadian students. Participants were measured on perfectionism, GPA and academic satisfaction. Results indicated that mixed perfectionism was associated with higher GPA for both European and Asian Canadians as well as nonperfectionism being associated with lower GPA. However, self-oriented perfectionism was associated with higher GPA for European Canadian students only. Suggestions for future research are discussed.

Francis, P.C. (2003). Developing ethical institutional policies and procedures for working with suicidal students on a college campus. *Journal of College Counseling*, 6(2), 114-123.

This article provides an overview of ethical and professional issues related to suicide prevention and reporting policies and procedures. Included are sections describing relevant considerations for policy development, implementation considerations, and ethical considerations.

Francis, K.C. (1998). Role communication skills training for counselor graduate assistants. *Journal of College Counseling*, 1(1), 93-95.

A model for role communications skills training is described. The major focus of the training was to train graduate assistants in the following eight role communications skills: attender, clarifier, informer, prober, supporter, evaluator, motivator and problem solver. An evaluation of the training program and recommendations are provided.

Franko, D. L., Jenkins, A., & Rodgers, R. F. (2012). Toward reducing risk for eating disorders and obesity in Latina college women. *Journal of Counseling & Development*, 90(3), 298-307. <http://dx.doi.org/10.1002/j.1556-6676.2012.00038.x>

Latina women have been found to be at increased risks for eating disorders and obesity. The purpose of this study was to test the effectiveness of two computer based interventions among 64 Latina college women for the following: (1) improving motivation for change eating and activity

behaviors, (2) increase fruit and vegetable intake, and (3) decrease body dissatisfaction and sociocultural attitudes towards thinness. Results indicated that the interventions significantly increased participants' motivation to participate in physical activity and eat fruits and vegetables. Furthermore, participants in the intervention groups' levels of body dissatisfaction decreased from the pre-test to the post-test. Researchers provide recommendations for how the interventions in the current study can be utilized by college counselors.

Frazier, P., Anders, S., Perera, S., Tomich, P., Tennen, H., Park, C., & Tashiro, T. (2009). Traumatic events among undergraduate students: Prevalence and associated symptoms. *Journal of Counseling Psychology, 56* (3), 450-460.

Research suggests that most college students experience a traumatic event at some point in their life. This study examines the prevalence of exposure to a traumatic event and the associated symptoms in college students. Participants completed online surveys measuring the exposure to traumatic events and distress. The results indicated that 85% of the sample had experienced a traumatic event in their lifetime, with many students reporting more than one event. Women and minority-group members reported more traumatic events than did men and white students. Higher distress levels were associated with exposure to family violence, unwanted sexual attention, and sexual assault as well as events that caused intense fear. Sexual assault was associated with the most posttraumatic stress disorder symptoms. Research implications are discussed.

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

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

Freeman, M.S. (2001). Innovative alcohol education programs for college and university judicial systems. *Journal of College Counseling, 4*, 179-185.

The author describes a motivational counseling intervention for students referred to counseling for underage drinking or other alcohol related judicial infractions. The author reports a 9% recidivism rate, much lower than for non-program violators. Students report their experience as non-punitive.

Frey, L. L., Beesley, D., Hurst, R., Saldana, S., & Licuanan, B. (2016). Instrumentality, expressivity, and relational qualities in the same-sex friendships of college women and men. *Journal of College Counseling, 19*(1), 17-30. doi:10.1002/jocc.12028

The purpose of this study was to explore the associations among expressivity, instrumentality, the individual affective experience of peer relationships, and relationship mutuality in the same-sex friendships of college men and women from the perspective of the relational-cultural model. Participants were undergraduates enrolled at a large, state-funded midwestern university. A convenience sample of 181 participants completed the Relational Health Indices, the Personal Attributes Questionnaire, and the Mutual Psychological Development Questionnaire. Results indicated that the combination of instrumentality and expressivity and the individual affective experience of peer friendships predicted increased relationship mutuality in college men and women. Additionally, findings supported the conclusion that women's and men's individual affective experience would predict relationship mutuality beyond that accounted for by instrumentality and expressivity. Finally, findings indicated that gender moderated the association between the individual affective experience of same-sex peer friendships and relationship mutuality.

Frey, L.L., Tobin, J., & Beesley, D. (2004). Relational predictors of psychological distress in women and men presenting for university counseling center services. *Journal of College Counseling*, 7(2), 129-139.

This study explored the relationship between relational patterns and psychological distress in college women and men from the perspective of the relational-cultural model. Participants were students who presented for intake appointments at a college counseling center located at a large, Midwestern university and who completed the Outcome Questionnaire-45, the Relational Health Indices, the Family Experiences Questionnaire, and who provided demographic information at intake. The results supported the notion that relational health would predict psychological distress and that men and women would show different predictive patterns.

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

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

Fromm, M.G. (2007). Chapter 2: The escalating use of medications by college students: What are they telling us, what are we telling them? *Journal of College Student Psychotherapy*, 21(3), 27-44.

This summary article is a report of a set of conferences sponsored by Bennington College and the Erikson Institute. The theme of the conferences was *The Escalating Use of Medications by College Students: What Are They Telling Us, What Are We Telling Them?* The article presents observations of the attendees regarding the medication issue. These observations included:

students arrive at college carrying the messages that “failure to perform is a major problem in a competitive society”, “problems are to be fixed”, and “problems in the process of being fixed are temporary disabilities, to which school environments must accommodate.” This has led to the expectation that disturbing feelings were to be managed rather than to be learned from. Also discussed are: the student’s relationship with the college given these messages; the relationship of counseling services to the larger institution; decision-making with the very troubled student; counseling as education; the multiple roles of the counselor on contemporary campuses; and the continuing need for confidentiality.

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.

Fu, M., & Zhang, L.-F. (2019). Developing and validating the career personality styles inventory. *Measurement & Evaluation in Counseling & Development, 52*(1), 38–51.

This study describes the development and validation of the Career Personality Styles Inventory (CPSI) which assesses Holland’s career personality styles. The instrument’s reliability, construct validity and criterion validity are discussed. The researchers also aimed to test the concurrent and predictive validity of the instrument pertaining to college students’ academic majors and intended persistence. The results from three studies indicated satisfactory internal consistency, factor structure, and criterion validities for the CPSI. The instrument also demonstrated statistical predictive power regarding students’ intended persistence toward their academic majors.

Furr, S.R. (1999). Training graduate students in college counseling centers: Do the benefits outweigh the costs? *Journal of College Counseling, 2*(1), 4248.

This study evaluates the cost-effectiveness of a training program for master’s level trainees from clinical psychology and counseling programs and compares the time invested in training these students with services provided. The author concluded that: 1) the costs of training in terms of staff time are more than equaled by the hours of service gained and 2) that regardless of how cost-effective training can be, the quality of the counseling center’s services always takes precedence over cost-effectiveness.

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

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

Gainor, K.A. & Lent, R.W. (1998). Social cognitive expectations and racial identity attitudes in predicting the math choice intentions of black college students. *Journal of Counseling Psychology*, 45(4), 403-413.

The purpose of this study was to extend Social Cognitive Career Theory (SCCT) to the math-related interests and choice behaviors of Black college students. Developed by Lent, Brown & Hackett (1994), the framework of the theory emphasizes three social cognitive mechanisms that seem especially relevant to career development: self-efficacy beliefs, outcome expectations, and goal mechanisms. Participants were 164 first-year Black college students who attended a northeastern, predominantly White, state university. Various instruments were used to measure racial identity attitudes and math-related indexes of self-efficacy, outcome expectations, perceived sources of efficacy information, interests and academic choice intentions. An analysis of the data generally offered support for the applicability of SCCT for explaining the math-related interests and choice intentions of Black college students. Interest in math activities may increase when students both believe in their math capabilities and expect that engaging in such activities will produce positive outcomes.

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.

Galloway, F. J., & Jenkins, J. R. (2009). The adjustment problems faced by international students in the United States: A comparison of international students and administrative perceptions at two private, religiously affiliated universities. *NASPA Journal*, 46(4), 661-673.

This study suggests that campus administrators and faculty consistently overestimated the extent of adjustment problems experienced by international students studying in the United States, and misunderstood the relative importance of various areas of adjustment for these learners. The findings have implications for campus support programs and interventions when targeting international student populations, and for consultation work with constituencies such as administrators and faculty.

Garett, R., Liu, S., & Young, S. D. (2017). A longitudinal analysis of stress among incoming college freshmen. *Journal of American College Health*, 65(5), 331-338.

Compared to other undergraduate students, freshman experience higher levels of stress. Examining predictors of stress can help students with their adjustment to college and overall well-being. Some of these predictors include coping strategies, emotional states, and quality of sleep. This study examined changes in stress during the first semester for 197 freshman students and identified predictors of stress. Results indicated that increased stress throughout the quarter was related to academic events such as tests and exams. Females experienced higher levels of stress compared to their male counterparts. Coping methods such as Internet usage, meditating, and isolating one's self were associated with higher levels of stress. Exercise was associated with lower levels of stress. Quality of sleep and level of fear were the most important variables for explaining stress.

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.

Garriott, P. O., Flores, L. Y., & Martens, M. P. (2013). Predicting the math/science career goals of low-income prospective first-generation college students. *Journal of Counseling Psychology*, 60(2), 200-209.

This study predicted math/science career goals of low-income prospective first-generation college students using constructs derived from social cognitive career theory (SCCT). The model tested in the study based on SCCT was successful making these predictions, explaining 66% and 55% of the variance in math/science interests and goals, respectively. Factors and variables such as self-efficacy, as well as supports and barriers contributed to the SCCT model.

Garriott, P. O., Hudyma, A., Keene, C., & Santiago, D. (2015). Social cognitive predictors of first- and non-first-generation college students' academic and life satisfaction. *Journal of Counseling Psychology*, 62(2), 253-263.

First-generation college students experience higher education differently than their non-first-generation peers. This study tested Lent's social-cognitive model of normative well-being among 215 first-gen and 199 non-first-generation college students. Results suggested that the model provided an adequate fit to the data, supported that college self-efficacy and outcome expectations mediate relationships between variables in the model, and displayed a three-way interaction between academic satisfaction, intrinsic motivation, and first-generation student status.

Garriott, P. O., Navarro, R. L., Flores, L. Y., Lee, H.-S., Carrero Pinedo, A., Slivensky, D., Muñoz, M., Atilano, R., Lin, C.-L., Gonzalez, R., Luna, L., & Lee, B. H. (2019). Surviving and thriving: Voices of Latina/o engineering students at a Hispanic serving institution. *Journal of Counseling Psychology, 66*(4), 437–448.

This study explored factors that contributed to Latina/o undergraduate students' persistence in engineering programs. Ten participants were recruited from one Hispanic serving institution. Findings from a consensual qualitative research method revealed that participants utilized specific coping strategies as well as personal and cultural strengths to continue pursuing engineering despite stressors. Latina participants reported experiencing gendered racism that created additional barriers. Supportive institutional condition, personal and cultural assets, and adaptive coping strategies facilitated the development of strong engineering identities. The authors provide practical implications for educators and career counselors to facilitate inclusive engineering communities for Latina/o students.

Garriott, P. O., Raque-Bogdan, T. L., Yalango, K., Ziemer, K. S., & Utley, J. (2017). Intentions to seek counseling in first-generation and continuing-generation college students. *Journal of Counseling Psychology, 64*(4), 432-442.

This study investigates the relationship between environmental supports, personal stigma, self-stigma, and attitudes, to first- and continuing-generation college students' intentions to seek counseling. Participants were 610 college students recruited from seven universities across several regions of the U.S. Findings indicated that institutional supports, but not family and friend supports, was a significant, negative predictor of personal stigma. Next, the relationship between personal stigma and self-stigma was stronger for continuing; compared with first-generation students. However, the relationship between self-stigma and attitudes was stronger for first-generation college students. Also, attitudes significantly predicted intentions to seek counseling.

Garrison, A. M. & Kahn, J. H. (2010). Intraindividual relations between the intensity and disclosure of daily emotional events: The moderating role of depressive symptoms. *Journal of Counseling Psychology, 57* (2), 187-197.

Research has indicated that high levels of depressive symptoms in individuals are associated with lower levels of emotional disclosure compared to individuals with lower levels of depressive symptoms. This study examines the intraindividual relation between daily disclosure and the intensity of daily events. College students were asked to complete a measure of depressive symptoms as a daily diary evaluating the day's most unpleasant event and their

disclosure of the event. Results indicated students with higher levels of depressive symptoms experienced unpleasant events at higher rates and were associated with less disclosure of high intensity events. Men were less likely to disclose about high-intensity negative events. Implications for counselors are discussed.

Garrison, A. M., Kahn, J. H., Sauer, E. M., & Florczak, M. A. (2012). Disentangling the effects of depression symptoms and adult attachment of emotional disclosure. *Journal of Counseling Psychology, 59* (2), 230-239.

Previous research has indicated that high levels of depressive symptoms and insecure attachment orientation is associated with less emotional disclosure. This study examined if depressive symptoms and insecure attachment orientation together would predict emotional disclosure. College students completed a daily diary rating their most unpleasant event and their disclosure of said event as well as completing measures of depressive symptoms, adult attachment orientation and generalized disclosure tendencies. The results support previous research findings in that depressive symptoms and insecure attachment orientation were negatively related to general disclosure. Implications for theory and practice are discussed.

Gary, J.M., Kling, B. & Dodd, B.N. (2004). A program for counseling and campus support services for African American and Latino adult learners. *Journal of College Counseling, 7*, 18-23.

This article reports the results of a project designed to provide support for African American and Latino Adult Learners enrolled at a public university in the eastern U.S. Components of the program are described and results of the program evaluation are discussed.

Gawrysiak, M., Nicholas, C., & Hopko, D. R. (2009). Behavioral activation for moderately depressed university students: Randomized controlled trial. *Journal of Counseling Psychology, 56* (3), 468-475.

The researchers conducted a randomized controlled study comparing individualized Behavioral Activation Treatment for Depression (BATD) and no-treatment control for students with moderate depression. Participants were randomly assigned to either the BATD group or the no-treatment group. The results indicated that the BATD group had significantly greater reductions in depression and increased environmental reward compared to the control group. Study limitations and future directions are discussed.

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.

Gelso, C. J., Kivlighan, D. M., Busa-Knepp, J., Spiegel, E. B., Ain, S., Hummel, A. M., . . . Markin, R. D. (2012). The unfolding of the real relationship and the outcome of brief psychotherapy. *Journal of Counseling Psychology, 59* (4), 495-506.

Researchers examined the effect the real relationship between client and therapist had on the outcome of therapy and if changes over time in the perception of the real relationship were associated with therapy outcomes. Participants in the study were from counseling centers at two different universities. Clients and their therapists completed measures after every session of brief therapy and at the end of treatment measuring the real relationship and outcomes. Results indicated clients’ ratings of the real relationship related to outcomes but the therapists’ rating did not. Over time, an increase in therapists’ ratings of the real relationship as well as increasing convergence with clients’ ratings did relate to outcome. Implications are discussed.

Ghetie, D. (2007). The debate over time-limited treatment in college counseling centers. *Journal of College Student Psychotherapy, 22*(1), 41- 61.

Factors of more demand for services than available resources can support is an all too common occurrence in many college counseling centers. This article discusses the role of the college counseling center, the context in which psychotherapy for college students is to be practiced, and whether time limited treatment can with assessment and referral when required can effectively resolve the dilemma of insufficient resources. Advantages and disadvantages of time limits are discussed and a case vignette is offered to illustrate how these issues emerge in the real world of clinical counseling.

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.

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

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

Gibbons, M. M., & Woodside, M. 2014. Addressing the needs of first-generation college students: Lessons Learned from adults from low-education families. *Journal of College Counseling* 17(1), 21-36. Academic Search Complete, EBSCOhost (accessed April 8, 2018.)

The authors investigated the effect that 1st-generation college status has after college completion. Two previous studies authored by Gibbons, Woodside and others examined the career and work experiences of women, and then subsequently of men whose parents have no education beyond high school, and the influences of family on these experiences. This follow-up research sought to compare the results of the two studies and articulate common themes and differences related to the college experience. Using a phenomenological research design that incorporated qualitative adaptation, the authors re-analyzed the data from the two previous studies. Findings included 1) *the role of the father* was emphasized for most males in the study, whereas female participants spoke of the parents as one unit. 2) *Career expectations* including enjoying work, working hard and the belief that education leads to a good job. 3) *College* - most agreed that they attended college to follow the requirements set forth by their parents or to increase their chances of career success, although the anticipated financial success hadn't materialized for all participants.

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

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

Gibbs, E. L., Kass, A. E., Eichen, D. M., Fitzsimmons-Craft, E. E., Trockel, M., & Wilfley, D. E. (2016). Attention-deficit/hyperactivity disorder–specific stimulant misuse, mood, anxiety, and stress in college-age women at high risk for or with eating disorders. *Journal of American College Health*, 64(4), 300-308.

Nonmedical use and misuse of stimulants used to treat attention-deficit/hyperactivity disorder (ADHD) is a common high-risk behavior at the university level. As reduced appetite is a common side effect of stimulant use, college students have misused the drug for these purposes. The goal of this study was to examine the misuse of stimulants used to treat ADHD in college-age women with a high risk for or with clinical or subclinical eating disorders. Those who endorsed ADHD-specific stimulant misuse were associated with greater severity of global eating disorder pathology, eating shape, and weight concerns, body image concerns, binge eating and purging, eating disorder-related clinical impairment, depression, stress, and anxiety. Dietary restraint was not associated with stimulant misuse in this sample.

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.

Gibson, J.M., (2000). Documentation of emotional and mental disabilities: The role of the counseling center. *Journal of College Counseling*, 3(1), 63-72.

The proportion of college students with disabilities has more than tripled in the past 30 years. Definitions of a disability, accommodation, exclusions, perceptions, and evaluator qualifications are covered in this informative article. A large majority (78%) of U.S. colleges and universities enroll fewer than 5,000 students. Little is known about the mental health services provided on these small campuses. The author of this exploratory study selected a national sample of small campus counseling center directors and asked them to complete the Iowa Counseling Center Survey-Revised. Results include a discussion of staff education and training, assessment and diagnosis, treatment and referral, administrative issues, qualitative analysis, and comparison of the results of a similar survey of large campus counseling centers.

Gibson-Beverly, G., & Schwartz, J.P. (2008). Attachment, entitlement, and the impostor phenomenon in female graduate students. *Journal of College Counseling*, 11, 119-132.

The impostor phenomenon (IP) has been used to describe individuals who are unable to internalize accomplishments, have a fear of failure, and attribute success to external factors rather than internal characteristics. This study investigated attachment and entitlement as predictors of IP. A convenience sample of female graduate students completed the Clance Impostor Phenomenon Scale, the Entitlement Attitudes Scale, and the Experiences in Close Relationships Scales-Revised and provided demographic information. Results indicated that attachment and entitlement were found to be significant predictors of IP in female graduate students.

Gilbert, S.C., So, Dominicus, Russell, T.M., & Wessel, T.R. (2006). Racial identity and psychological symptoms among African Americans attending a historically Black university. *Journal of College Counseling*, 9, 111-122.

This study examined the relationship between racial identity and psychological symptoms among African American students attending a historically Black University (HBCU). A convenience sample of students enrolled at an HBCU in the mid-Atlantic region of the U.S. provided demographic information and completed the Black Racial Identity Attitude Scale (RIAS-B), and the Brief Symptom Inventory (BSI). Findings indicated that racial identity was independent of psychological distress, suggesting that African American students' racial identity predicts psychological distress only in setting in which they are the minority.

Gilbert, S. C., Crump, S., Madhere, S., & Schutz, W. (2009). Internalization of the thin

ideal as a predictor of body dissatisfaction and disordered eating in African, African-American, and Afro-Caribbean female college students. *Journal of College Student Psychotherapy*, 23, 196-211.

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

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

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

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

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

Gilford, P. (2003). Enough of what? Commentary on Dr. Robert May's "How much is enough" reflections on the Harvard Provost's Committee on Student Mental Health Services". *Journal of College Student Psychotherapy*, 17(4), 11-16.

The author comments on the how the emergence of managed care and its impact on counseling services reflects the significant cultural shifts occurring in the nation. Is the developmental model for college counseling suited for understanding the mental health needs of college students as it

once was? If the goal of the counseling center is to enhance the cognitive and personal development of young adults, should it not take into account the sociocultural context in which this process occurs? Or, perhaps the mission of the counseling center today, as understood by administrators, is not enhancement. Perhaps values such as cost effectiveness, production quotas and efficiency are primarily driving the mission. How much is the college counseling center impacted by the environment in which it exists?

Ginter, G.G. & Choate, L.H. (2003). Stage-matched motivational interventions for college student binge drinkers. *Journal of College Counseling, 2, 99-113.*

The harm reduction model using motivational interviewing described in this article, is designed to help clients who binge drink recognize personally relevant reasons for change, build confidence in their ability to change, and to strengthen their commitment to change.

Giordano, A. L., Bevly, C. M., Tucker, S., & Prosek, E. A. (2018). Psychological safety and appreciation of differences in counselor training programs: Examining religion, spirituality, and political beliefs. *Journal of Counseling & Development, 96(3), 278–288.*

Diversity among students is valued in counselor education programs. Learning environments should be assessed for inclusivity which allows diverse students to safely engage in the learning process. The religious and spiritual identities of counseling students may not align with the political ideologies of their counseling programs leading to perceived estrangement. This study investigated whether counselor trainees' religious, spiritual, and political beliefs explained the variance of perceived psychological safety and the variance of perceived appreciation of differences in their programs when controlling for demographic variables. Variables such as age, political conservatism, extrinsic religiosity, and intrinsic spirituality were found to be significant predictors of perceived psychological safety and appreciation of differences.

Giordano, A. L., & Cashwell, C. S. (2014). Exploring the relationship between social interest social bonding, and collegiate substance abuse. *Journal of College Counseling, 17(3), 222-235. doi:10.1002/j.2161-1882.2014.00059.x*

Social interest has been summarized to mean an interest in the welfare of others and a sense of belonging in the human community. Social bonding proposes that individuals engage in delinquent behavior as a result of weak or broken bonds with society. This study explored the relationships between social interest, social bonding, and hazardous drinking and marijuana use among college students. A convenience sample consisting of 300 traditional age, full-time students enrolled at a midsized public university located in the southeastern United States completed the *Sulliman Scale of Social Interest (SSSI)*, the *Social Bonding Questionnaire*, the *Alcohol Use Disorders Identification Test*, and the *Marijuana Use Index*. Findings support the notion that social interest and social bonding are related to hazardous drinking and marijuana use among college students. Specifically, both social interest and social bonding variables differed between groups of marijuana users as well as students with various substance abuse configurations.

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.

Giordano, A. L., Cashwell, C. S., Lankford, C., King, K., & Henson, R. K. (2017). Collegiate sexual addiction: Exploring religious coping and attachment. *Journal of Counseling & Development, 95*(2), 135-144. Doi: 10.1002/jcad.12126

Sexual addiction is prevalent among college students and many use sexual behaviors as their primary coping mechanism for emotional distress. Participants in this study included 56 college students in the clinical range of sexual addiction and 270 in the nonclinical range. Researchers investigated the attachment style and religious coping between the groups and found significant differences.

Giordano, A. L., Prosek, E. A., Daly, C. M., Holm, J. M., Ramsey, Z. B. Abernathy, M. R., & Sender, K. M. (2015). Exploring the relationship between religious coping and spirituality among three types of collegiate substance abuse. *Journal of Counseling & Development, 93*(1), 70-79. doi: 10.1002/j.1556-6676.2015.00182.x

While religion and spirituality are often considered protective factors against substance abuse, this study takes a look into three specific types of substance use among 310 undergraduate college students. Researchers used the Alcohol Use Disorders Identification Test to measure hazardous drinking, the marijuana use index to measure marijuana use, and the psychostimulant use index to measure use of psychostimulants, including non-prescribed drugs such as Ritalin, Adderall, and Concerta. Participants also took the Spirituality Assessment Scale and Brief Religious Coping Scale to provide researchers with information related to their levels of spirituality and coping mechanisms. The results from this study provide counselors with guidance regarding what questions to ask clients related to spirituality and religion and how to best support clients in these areas.

Gipple, D.E., Lee, S.M., & Puig, A. (2006). Coping and dissociation among female college students: Reporting childhood abuse experiences. *Journal of College Counseling, 9*(1), 33-46.

The authors of this study sought to determine if types of coping mediated or moderated the relationship between childhood abuse and dissociation. A convenience sample consisting of

female college students who were enrolled at a large, southeastern university completed the Coping Strategy Indicator (CSI), the Dissociative Experiences Scale (DES), and the Child Abuse Trauma Scale (CAT). Results provided support for theoretical links between three types of child abuse experience (sexual abuse, physical abuse and negative home environment) and coping style and dissociation.

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.

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

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

Glutting, J.J., Monaghan, M.C., Adams, W., & Sheslow, D. (2002). Some psychometric properties of a system to measure ADHD among college students: Factor pattern, reliability, and one-year predictive validity. *Measurement and Evaluation in Counseling and Development, 34, 194-209.*

ADHD, with a growing constituency, poses considerable diagnostic challenges. There are disagreements among professionals as to what behaviors and symptoms constitute ADHD, the most appropriate diagnostic and treatment procedures and whether it is a mental or physical disability. College students represent a unique subset of the population. The College ADHD Response Evaluation (CARE) system was developed as a means for assessing ADHD in college students. The system contains two instruments a self-report inventory which is completed by students and a parent rating scale. Among CARE variables, parent ratings were better predictors of college achievement than student ratings.

Goad, C.J., & Robertson, J.M. (2000). How university counseling centers serve students with disabilities: A status report. *Journal of College Student Psychotherapy*, 14(3), 13-21.

The mandates of the Americans with Disabilities Act apply to all psychologists who provided services to the general public including those who are employed in academic settings. This article reports the results of a study the purpose of which was to discover how counseling centers have adapted their facilities for students with disabilities and to learn about programming and training opportunities offered to counseling center staff related to disability issues. Based on the results, four recommendations are offered.

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.

Goldberg, D. B. (2016). Impact of childhood sexual abuse on college student development: A seven-vectors perspective. *Journal of College Counseling*, 19(2), 168-179. doi:10.1002/jocc.12039

The application of theory in this article expanded on Chickering and Reisser's (1993) 7-vectors framework by considering the effects of childhood sexual abuse (CSA) on the normal experience of student development in higher education. The article includes an overview of the prevalence and effects of CSA and a case study of a college student survivor of CSA.

Goldberg, S. B., Flemotomos, N., Martinez, V. R., Tanana, M. J., Kuo, P. B., Pace, B. T., Villatte, J. L., Georgiou, P. G., Van Epps, J., Imel, Z. E., Narayanan, S. S., & Atkins, D. C. (2020). Machine learning and natural language processing in psychotherapy research: Alliance as example use case. *Journal of Counseling Psychology*, 67(4), 438–448.

Machine learning holds promise for addressing limitations in mental health care and psychotherapy. This study investigated machine learning and natural language processing as a tool for automating the assessment of meaningful treatment components. Automatic speech recognition software was used to process 1,235 sessions of 386 clients receiving counseling from a university counseling center. Machine learning algorithms learned associations between client therapeutic alliance ratings and session linguistic content. Findings suggest that machine learning models can predict client-rated therapeutic alliance using session content.

Goldfarb, D. F.(2002). College counseling center clients' expectations about counseling: How they relate to depression, hopelessness, and actual-ideal self-discrepancies. *Journal of College Counseling*, 5(2), 142-152.

Client expectation of counseling affect the length of counseling, satisfaction and their improvement as a result of the counseling experience. This study examined the relationships between depression, hopelessness, actual-ideal self-discrepancies, and clients' expectations about counseling. Participants were student volunteers drawn from those who sought counseling from a counseling center at a large, private university. They provided demographic information and completed the Expectations About Counseling (EAC) questionnaire, the Psychotherapy Expectancy Inventory (PEI), the Beck Depression Inventory (BDI), and the Hopelessness Scale. Findings indicated that as levels of hopelessness decreased, expectations of improvement from counseling and personal commitment to counseling rose. Among graduate students, but not undergraduates, those whose actual selves and ideal selves were closely matched expected more nurturance from counselors.

Goldsmith, B. (2002). Experiences in working with the “other”: Barrier or catalyst to the clinical encounter?. *Journal of College Student Psychotherapy, 17, 55-62.*

In this article, the author addresses common countertransference reactions and reviews some major psychoanalytic research on cross-cultural and interracial psychotherapy

Goldsmith, B. & Widseth, J.C. (2000). Digesting Wasted: A Memoir of Anorexia and Bulimia. *Journal of College Student Psychotherapy, 15, 31-34.*

This article describes a discussion of Marya Hornbacher's book, *Wasted: A Memoir of Anorexia and Bulimia*, held at a conference of counseling professionals. Reaction of attendees and implications for college counseling centers are mentioned.

Gollust, S.E., Eisenberg, D., & Golberstein, E. (2008). Prevalence and correlates of self injury among university students. *Journal of American College Health, 56(5), 491-498.*

The purpose of this study was to establish estimates of the prevalence and correlates of non-suicidal self-injury among university students. An internet survey was administered to a sample of undergraduate and graduate students attending a large Midwestern, public university. Seven percent of those responding reported hurting themselves on purpose within the preceding 4 weeks, without intending suicide. Only 26 % of these students received mental health therapy or medication within the past year. Factors associated with a significantly higher likelihood of self-injury included cigarette smoking, concurrent depressive and anxiety disorders and, for men, growing up in a family of low socioeconomic status and having symptoms of eating disorders.

Golubovic, N., & Dew, B. J. (2017). Understanding the growing threat of synthetic cannabinoids and its implications for university-based counselors. *Journal of College Counseling, 20(1), 52-66. doi:10.1002/jocc.12058*

In this article, the unique aspects of synthetic cannabinoids are reviewed, implications for college counseling are explored, and a case example highlighting unique clinical concerns is provided.

Gómez, J. M. (2017). Does ethno-cultural betrayal in trauma affect Asian American/Pacific Islander college students' mental health outcomes? An exploratory study. *Journal of American College Health*, 65(6), 432-436.

Asian American/Pacific Islanders (AAPIs) have low utilization of mental healthcare across all minorities. Much of the research on trauma in colleges students comes from research on white students. The purpose of this study was to test cultural betrayal trauma theory from a minority perspective in AAPI students. Participants were 108 AAPI students at a predominantly white university. MANOVA tests revealed that when controlling for interracial trauma, ethno-cultural betrayal trauma impacted mental health symptoms including dissociation, hallucinations, posttraumatic stress symptoms, and hypervigilance.

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.

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

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

Gordon, M. (2000). College students and the diagnosis of attention deficit hyperactivity disorder. *Journal of American College Health*, 49(1), 46-47.

This study provided tentative support for the clinical hypothesis and that, once on campus, some college students who were not previously identified with symptoms of ADHD might experience presentations centering on academic difficulties that could warrant a first-time diagnosis of ADHD.

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

This study examined the contributions of gender, adult romantic attachment orientations (avoidance, anxiety), defense mechanisms (narcissism, other-splitting), and stressors to college

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

Gottfried, M. (2002). Chapter 15: The runaway client: Working through interpersonal anxiety. *Journal of College Student Psychotherapy, 16*(3/4), 239-254.

A male graduate student presents with interpersonal anxiety and promiscuous sexual behavior. A treatment plan of interpersonally focused therapy is described.

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

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

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

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

Graham, A. R., Sherry, S. B., Stewart, S. H., Sherry, D. L., McGrath, D. S., Fossum, K. M., & Allen, S. L. (2010). The existential model of perfectionism and depressive symptoms: A short-term, four-wave longitudinal study. *Journal of Counseling Psychology, 57* (4), 423-438.

This study proposes an existential model of perfectionism and depressive symptoms (EMPDS) and then tests the model on a sample of 240 undergraduate students. The model suggest that persons with perfectionistic concerns tend to catastrophize, have harsh self-scrutiny and key concerns for pleasing others. These factors may contribute to existential concerns and depressive symptoms. The results of the study suggested that people with perfectionistic concerns tend to catastrophize their life experiences and have difficulty accepting their life experiences in existential terms. This study suggests that people with perfectionistic concerns are at risk for depressive symptoms. Implication for practice are discussed.

Granello, P.F. (1999). College students' wellness as a function of social support and empathic ability. *Journal of College Counseling*, 2(2), 110-120.

This study examined: (1) the relationship between the ability to empathize and overall wellness; (2) the relationship between perceived social support and overall wellness; and (3) the relationship among total wellness, empathy, and social support network measures. A convenience sample of undergraduates enrolled at a midsized public university in the Midwest completed the Wellness Evaluation of Lifestyle, the La Monica Empathy Profile, and the Norbeck Social Support Questionnaire. Results did not support the assumption implicit in the study's design that a college students' wellness could be predicted by the sociological variable, perceived social support, or by the psychological variable, empathic ability.

Granello, D.H. & Granello, P.F. (2000). Defining mental illness: The relationship between college students' beliefs about the definition of mental illness and tolerance. *Journal of College Counseling*, 3(2), 100-112.

This study investigated the relationship between students' beliefs about the definition of mental illness and their tolerance toward individuals with mental illnesses. A convenience sample of participants who were enrolled as undergraduate students at a large Midwestern university completed the Community Attitudes Toward the Mentally Ill questionnaire, and the Definitions Questionnaire. Results revealed that those participants with broad and inclusive definitions of mental illness had more benevolent, less authoritarian, and less socially restrictive attitudes toward individuals who are mentally ill

Grant, J. E., Odlaug, B. L., Derbyshire, K., Schreiber, L. N., Lust, K., & Christenson, G. (2014). Mental health and clinical correlates in lesbian, gay, bisexual, and queer young adults. *Journal of American College Health*, 62(1), 75-78.

According to research lesbian, gay, bisexual, and queer (LGBQ) individuals are at higher risk for mental health disorders. Many LGBQ individuals may experience these mental health issues in adolescence or young adulthood. The current study examined the prevalence of multiple mental health disorders and associated health issues for LGBQ college students. Results found that LGBQ students reported higher levels of perceived stress, worse depressive symptoms, considered themselves less attractive, and were more likely to be overweight. They were also more likely to report historical substance use, anxiety disorders, compulsive sexual behavior, and compulsive buying.

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

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

Grayson, P.A., & Commerford, M.C. (2002). September 11, 2001: New York City perspectives. *Journal of College Student Psychotherapy*, 17(2), 3-15.

In this paper, the director of counseling and a staff therapist relate their experiences at a New York City university counseling center and the professional and personal challenges of dealing with the aftermath of the terrorist attack on the World Trade Center.

Grayson, P., & Meilman, P. (2015). Can groups and programs Tame demand? *Journal of College Student Psychotherapy*, 29(1), 1-2. doi:10.1080/87568225.2015.973812

The editors of JCSP present an essay focused on the benefits of group counseling and outreach programs as a solution to the demand for individual counseling and the lack of resources to provide it in a timely manner.

Grayson, P., & Meilman, P. (2015). The grateful college counselor. *Journal of College Student Psychotherapy*, 29(3), 161-163. doi:10.1080/87568225.2015.1045776

This short piece proclaims 10 reasons why college counselors can claim grateful exuberance for the privilege of serving as a counseling professional.

Grayson, P., & Meilman, P. (2015). Diversity 2.0. *Journal of College Student Psychotherapy*, 29(4), 245-247. doi:10.1080/87568225.2015.1072452

The authors discuss college counseling implication of the increasingly complex diversity of the college student population.

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.

Grayson, P.A., & Schwartz, V. (2000). Commentary on "contrasting case studies of frequent internet use: Is it pathological or adaptive?" *Journal of College Student Psychotherapy*, 14(4), 19-22.

These authors offer a viewpoint supporting the case study work of Leon & Rotunda (2000) focusing on problematic internet use. They assert that although excessive computer use is a recent problem in college psychotherapy, the psychological issues underlying this problem are

familiar to college counselors, including: the struggles for intimacy, self-understanding, identity and self-worth.

Greene, C. A. (2017). A culturally sensitive approach to substance use counseling on campus. *Journal of College Counseling, 20*(2), 154-167. doi:10.1002/jocc.12067

This article presents a model for counselors providing substance use counseling to college students with sensitivity to the students' gender, culture, development, and readiness and motivation to change. The model incorporates relational-cultural therapy and motivational interviewing and uses the Transtheoretical Model of behavior change as the organizing paradigm.

Green, J.L., Lowry, J.L., & Kopta, S.M. (2003). College students versus college Counseling center clients: What are the differences? *Journal of College Student Psychotherapy,17*(4), 25-37.

The authors advocate that to provide a comprehensive evaluation of clients seeking psychological treatment, assessment should expand to include other criteria in addition to psychological symptoms, such as well-being and life functioning. The purpose of their study was to compare samples of college counseling center clients and college students not in counseling on type of problem, well-being, psychological symptoms, life functioning, and global mental health. A convenience sample of undergraduate students enrolled a mid-Atlantic liberal arts college completed a problem check list, the Psychotherapy Outcome Assessment and Monitoring System- College Counseling Center Version, and the Well-Being Psychological Symptoms. Results indicated that counseling center clients presented different patterns of problems compared to their non-client counterparts. Differences between the groups were also found on severity of well-being, psychological symptoms, life-functioning and global mental health measure.

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

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

Greason, D. B., Glaser, T., & Mroz, K. (2015). Thinking outside the box: Psychological needs of art students compared with traditional students. *Journal of College Student Psychotherapy*, 29(1), 53-71. doi:10.1080/87568225.2015.976099

The purpose of this study was to examine the mental health issues of art students, who were enrolled at one of three, urban 4-year art universities: one public and two private, compared with a national sample that was drawn from reference group data obtained from the American College Health Association. Participants in the sample and in the national reference group completed the Association National College Health Assessment II. Participant responses regarding the frequency of experiencing a range of psychological symptoms (e.g., feeling hopeless, feeling overwhelmed, considered suicide) were no different from the frequency in the reference group of students at traditional schools.

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.

Greeson, J. M., Juberg, M. K., Maytan, M., James, K., & Rogers, H. (2014). A randomized controlled trial of koru: A mindfulness program for college students and other emerging adults. *Journal of American College Health*, 62(4), 222-233.

Koru is a word meaning the unfurling fern frond which symbolizes balanced growth. Compared to mindfulness Koru focuses on mind-body skills like abdominal breathing, guided imagery, and insight meditation and was specifically created for emerging adults (EAs). It is relatively brief consisting of four 75-minute sessions and 10 minutes of daily practice. Additionally, the language and metaphors used are created to resonate with the interests and concerns of EAs. It also focuses on cultivating positive emotions like self-compassion. This study evaluated the effectiveness of Koru in college students and other emerging adults. Participants either participated in the Koru group or a control wait-list group. Results indicated that those in the Koru group experienced significant improvements in perceived stress, mindfulness, sleep quality, and self-compassion in the university student sample. Gratitude was not affected. The program had high enrollment and retention.

Grier-Reed, T., & Ganuza, Z. M. (2011). Constructivism and career decision self-efficacy for Asian Americans and African Americans. *Journal of Counseling & Development*, 89(2), 200-205. <http://dx.doi.org/10.1002/j.1556-6678.2011.tb00078.x>

This study investigated the effectiveness of a constructivist career development course for improving the career decision self-efficacy among 81 African American and Asian American

university students. Participants reported significant improvements in all five components of career decision self-efficacy (self-appraisal, occupational information, goal selection, planning, and problem solving). Researchers concluded that the constructivist course was effective for improving the career decision self-efficacy for multicultural students.

Griffin, B. J., Worthington Jr, E. L., Davis, D. E., Hook, J. N., & Maguen, S. (2018). Development of the self-forgiveness dual-process scale. *Journal of Counseling Psychology*, 65(6), 715-726.

In this study, researchers developed the Self-Forgiveness Dual-Process Scale to assess value reorientation and esteem restoration following perceived interpersonal offense. The authors utilized Social Cognitive Theory to frame the scale development and conducted a series of studies to test their hypothesized factor structure, replication of the factor structure, construct validity, and examine incremental predictive validity. Participants in each study were recruited from a large public university in the United States. Findings supported the authors' conceptualization of self-forgiveness following perceived transgression regarding the processes of value reorientation and esteem restoration, distinguished self-forgiveness from other responses, and showed the unique impacts of these processes on functioning. More specifically, each process is needed for self-forgiveness and can contribute to better physical and mental health, behavior toward others, and repairs of ruptured relationships.

Groff Stephens, S., & Wilke, D. J. (2016). Sexual violence, weight perception, and eating disorder indicators in college females. *Journal of American College Health*, 64(1), 38-47.

Distorted body image may be cause college students to be more at risk for developing eating disorders (EDs). Stressors, such as experiencing sexual violence, may affect students' ability to cope thus causing them to engage in maladaptive coping behaviors such as EDs. This study examined the relationships between sexual violence experiences, inaccurate body weight perceptions, and the presence of ED indicators in female college students. Logistic regression revealed that those who reported sexual violence were more likely to report ED indicators. Experiencing moderate sexual violence (attempted penetration) was a stronger predictor of ED than severe sexual violence (completed penetration). Sexual violence was the strongest predictor of purging behavior. Inaccurate body weight perception was the strongest predictor of the presence of ED regardless of whether or not the participant experienced sexual violence.

Gross, R.M. & Nelson, R.M. (2000). Perceptions of parental messages regarding eating and weight and their impact on disordered eating. *Journal of College Student Psychotherapy*, 15, 57-78.

The purpose of this study was to examine daughters' perceptions of paternal messages about food and weight to mothers and the effect of these messages and their frequency on attitudes about physical appearance of study participants. A convenience sample from a mid-sized, southeastern university completed the Eating Disorder Inventory 2, and the Parental Eating and Weight Messages Survey, developed by one of the authors. The major findings included the discovery that participants with elevated eating disturbance and weight concerns and greater

weight dissatisfaction, perceive that direct negative or unhealthy verbal messages about eating and weight have been communicated to them by their mothers. Perceived positive maternal statements about these issues was associated with a lower level of eating disturbance. Finally, a relationship between daughters; weight preoccupation and level of disordered eating was found.

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

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

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

A survey was administered to 540 students in 2017 that contained questions on use of the student recreation center, mental health, physical health, and health related mechanisms (sleep, social support, stress). The goal was to understand how health-related mechanisms impact the use of the student recreation center by students, and how that impacts well-being. In students who reported using the SRC frequently, there was also a lower rate of experiencing somatic symptoms and higher ratings of health, but not necessarily mental health. Of all of the mechanisms, sleep proved the most prominent, with increased quality of sleep in students who used the SRC.

Guan, Y., Wang, Z., Gong, Q., Cai, Z., Xu, S. L., Xiang, Q., Wang, Y., Chen, S. X., Hu, H., & Tian, L. (2018). Parents' career values, adaptability, career-specific parenting behaviors, and undergraduates' career adaptability. *The Counseling Psychologist*, 46(7), 922–946.

Researchers aimed to expand current career construction theory by exploring the mediating roles between Chinese parents' career values and adaptability on their children's career adaptability. Participants include 264 Chinese university students and their parents. Parental support was positively related to career specific parenting behaviors (e.g., intrinsic fulfillment values, work-life balance values, and career adaptability) which mediated the relationship between these behaviors and undergraduates' career adaptability. Additionally, parental engagement was found to mediate the effect of external compensation values and the positive effect of work-life balance values. Parental interference did not significantly predict students' career adaptability.

Guerette, S.M. & Caron, S.L. (2007). Assessing the impact of acquaintance rape: Interviews with women who are victims/survivors of sexual assault while in college. *Journal of College Student Psychotherapy*, 10, 31-50.

Interviews were conducted with a convenience sample of women enrolled at a public, Northeastern university and who reported that they had experienced a sexual assault by someone they knew. The purpose of the study was to examine the impact of the acquaintance rape and focused on three questions: 1) what influenced the decision to follow or not follow suggested procedure for rape victims; 2) How did the reactions of those to whom the sexual assault was disclosed influence its impact; 3) How has the rape impacted the victim?

Guiffrida, D.A., Barnes, K.L., Hoskins, C.M., & Roman, L.L. (2001). Client pretreatment characteristics as predictors of outcome in brief therapy for bulimia. *Journal of College Counseling, 4*, 63-72.

This article reviews the outcome literature for bulimia treatment and cites those pretreatment client characteristics that seem amenable to brief therapy and those characteristics that do not. The authors conclude that successful intervention with brief therapy is associated with less severe behavioral symptoms, more intact psychological and cognitive functioning, and the absence of Axis I or II diagnoses.

Guiffrida, Schwitzer, A.M., & Choate, L.H. (2006). Publishing in the *Journal of College Counseling*, part II: Comments on disseminating college counseling knowledge through professional issues and innovative practice articles. *Journal of College Counseling, 9*(1), 29-32.

In part two the editors of the new journal cover more information about the type of articles appropriate for submission, Covered are description of articles dealing with professional issues and innovative practice.

Guiffrida, D. A., & Douthit, K. Z. (2010). The Black student experience at predominantly White colleges: Implications for school and college counselors. *Journal of Counseling & Development, 88*(3), 311-318. <http://dx.doi.org/10.1002/j.1556-6678.2010.tb00027.x>

The purpose of this article was to provide a review of the literature about black students' experiences at Predominantly White Universities (PWIs). Researchers found that Black students who had strong relationships with faculty, family, friends from home, and involvement in Black student organizations were related to their academic persistence and success. Researchers provide specific recommendations for how school and college counselors can prepare and support Black college students who are attending PWIs.

Guiffrida, M.F., Lynch, A.F., & Abel, D.S. (2013). Do reasons for attending college affect academic outcomes?: A test of a motivational model from a self-determination theory perspective. *Journal of College Student Development, 54* (2), 121-139.

The authors conducted a Web-based survey of 2,520 college students who were enrolled at a large community college and a small, public liberal arts college. Both institutions were located in the northeastern U.S. The study was designed to test relationships between academic success and college student motivational orientation, conceptualized from a self-determination theory (SDT)

perspective. Findings indicated that going to college to fulfill intrinsic motivation needs for autonomy and competence was positively associated with intention to persist and GPA but that motivation geared toward the fulfillment of relatedness needs had a more nuanced relationship to the outcome variables.

Guinee, J.P. & Ness, M.E. (2000). Counseling centers of the 1990s: Challenges and changes. *The Counseling Psychologist*, 28(2), 267-280. doi: 10.1177/0011000000282006

Stone and Archer (1990) in a prominent article, identified a variety of challenges that college and university counseling centers would face in the 1990s. This article reports on a survey of counseling center directors that was designed to assess the extent to which counseling centers had heeded the recommendations of S&A. Results indicated that counseling centers actively responded to the many challenges encountered in the last decade of the last millennium.

Gunn, C. (2001). Chapt3er 2:Flight of the Appalachian bumblebee: Solution-oriented brief therapy with a young adult. *Journal of College Student Psychotherapy*, 16(1/2), 13-25.

Brief, solution-oriented therapy was employed to successfully treat a student presenting with a phobia of bees.

Gutierrez, P.M., Osman, A., Kopper, B.A., Barrios, F.X., & Bagge, C.L. (2000). Suicide risk assessment in a college student population. *Journal of Counseling Psychology*, 47(4), 403-413.

To address the issue of suicide risk screening for university students, the authors selected a group of commonly used self-report measures (Suicidal Ideation Questionnaire, Multi-Attitude Suicide Tendency Scale, Beck Helplessness Scale, and the Reasons for Living Inventory) and conducted a variety of analyses examining the psychometric properties, appropriateness for this age group and utility of the measures. The goal was to determine if this group of measures can distinguish between individuals with high and low levels of suicidal ideation and history of self-harmful behaviors. The exploratory results obtained indicate that the parsimonious approach when screening college students would be to use SPS and a single subscale from the MAST. However, the other measures may provide additional useful details to the screener.

Gutzwiller, J., Oliver, J.M., & Katz, B.M. (2003). Eating dysfunctions in college women: The roles of depression and attachment to fathers. *Journal of American College Health*, 52(1), 27-32.

The agenda for this study included the investigation of the relationship between paternal attachment security, depression, and eating dysfunctions among college women. Participants in the study were 306 undergraduate women who attended a midsize coeducational Catholic university in the Midwest. Depression was directly related to severity of eating dysfunction. After controlling for depression, paternal alienation significantly differentiated 3 groups: symptomatic, but not eating disordered; eating disordered; or asymptomatic.

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

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

Hackler, A. H., Vogel, D. L., & Wade, N. G. (2010). Attitudes toward seeking professional help for an eating disorder: The role of stigma and anticipated outcomes. *Journal of Counseling & Development, 88*(4), 424-431. <http://dx.doi.org/10.1002/j.1556-6678.2010.tb00042.x>

Eating disorders are a common problem among college students, however, little is known about what motivates students who are living with or at risk for an eating disorder to seek counseling services. This study examined the relationship between perceived self-stigma and attitudes towards seeking counseling services among 145 university students who were at risk for eating disorders. Results indicated that as participants' self-stigma increased their positive attitudes about seeking counseling decreased. This relationship was particularly strong for male participants. Researchers recommend that counselors are aware of the relationship between self-stigma and aptitudes about seeking counseling, especially when working with male clients who are living with or at risk for eating disorders.

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

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

Hale, C.J., Hannum, J.W., & Espelage, D.L. (2005). Social support and physical health: The importance of belonging. *Journal of American College Health, 53*(6), 276-284.

Four social support domains in the prediction of physical health formed the nexus of this study: tangible support, belonging, disclosure, and social intimacy. Findings indicated that belonging predicted better health perceptions for women and fewer physical symptoms for men. The authors concluded that a sense of connection to a group of others is a key support component for the physical health of college students.

Halligan, F.R., Pohl, J.A., & Smith, M.K. (2006). Weeding and seeding: Programming for alcohol abuse prevention and wellness enhancement in an undergraduate population. *Journal of College Student Psychotherapy, 20, 33-51.*

This paper shares the experiences of dealing with student alcohol abuse in a division of student affairs professionals at a small, 6,000 student state university. Wellness and treatment strategies are discussed.

Hammer, J. H. & Vogel, D. L. (2013). Assessing the utility of the willingness/prototype model in predicting help-seeking decisions. *Journal of Counseling Psychology, 60* (1), 83-97.

The purpose of this study is to evaluate students' information-processing in help-seeking decisions. One hundred and eighty-two college students experiencing clinical levels of psychological distress participated in the study. The students were measured on help-seeking decisions, intentions, willingness, attitudes, subjective norms, and psychological distress. Results indicated that willingness mediated the relationship between attitudes toward seeking help, social norms around seeking help, and prototype of the typical help seeker and help-seeking decisions. Implications are discussed.

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

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

**Han, M. & Pong, H. (2015). Mental health help-seeking behaviors among Asian American community college students: The effect of stigma, cultural barriers, and acculturation. *Journal of College Student Development, 56*(1), 1-14.
doi:10.1353/csd.2015.0001**

The authors sought to answer the following research questions: (a) How willing are Asian American college students willing to utilize professional mental health services? (b) What relationships exist between: the stigma of mental illness, willingness to seek mental health help, acculturation, and preference for racially/ethnically similar counselors? (c) What is the connection between demographic characteristics and willingness to seek mental health

assistance? and (d) After controlling for acculturation and demographics, does mental health stigma contribute to willingness to seek mental health assistance? The results suggested that more than half of the participants were willing to utilize mental health services if needed and had a mental health concern. Participants who were willing to seek mental health services were significantly more acculturated than the participants that were not willing to seek services. Further, results suggested that the stigma of mental health significantly impacted the participants willingness to access and utilize mental health services. The results also suggested that participants were not always aware of the available resources in the community, which impacted their level of willingness to access resources. Implications from this study suggest that universities be more aware that not all students are aware of services that are available, and that counselors and other practitioners need to be aware of the potential impacts of student's culture on their willingness to access services. Additionally, universities need to take an effort to hire more culturally competent and aware counselors and other practitioners.

Han, M., & Lee, M. (2011). Risk and protective factors contributing to depressive symptoms in Vietnamese American college students. *Journal of College Student Development, 52*(2), 154-156.

This study examined factors with implications for campus-based interventions with Vietnamese American students experiencing concerns related to well-being. The roles of parental and peer attachment, intergenerational conflict, perceived racial discrimination, and the construct, sense of coherence (SOC) on depressive symptoms. Higher levels of parental attachment and higher levels of peer attachment mediated depressive symptoms; further, SOC partially mediated the effect of parental attachment on depressive symptoms and also served a mediating role between perceived racial discrimination and depressive symptoms.

Han, S. & Lee, S. (2017). College student binge eating: Attachment, psychological needs satisfaction, and emotion regulation. *Journal of College Student Development, 58*(7), 1074-1086. doi:10.1353/csd.2017.0084

These authors examined the relationship between college student binge eating behaviors and attachment, psychological needs, satisfaction, and emotional regulation. The purpose of this study was not to establish a causal relationship, but rather to examine the relationship between the different factors. The hypothesis that drove this study was that emotional regulation and psychological needs would mediate the relationship between binge eating and attachment, whereas psychological needs would serve as the mediator between emotional regulation and binge eating. A total of 820 students (253 male, 562 female) from a university in the Midwest participated in this study. The results indicated that psychological needs did mediate the relationship between emotional regulation and binge eating behaviors, and emotional regulation mediated the relationship between psychological needs and binge eating behaviors. Implications from this study suggest that universities can provide programming to incoming and new students that educate on how the transition to college can trigger unhealthy behaviors such as binge eating behaviors. Further, student affairs professionals can work with other professionals on campus to work with students on addressing attachment needs through educational programming.

Additionally, counselors can provide groups for students to develop healthy emotional regulation behaviors.

Han, S. & Pistole, M. C. (2014). College student binge eating: Insecure attachment and emotional regulation. *Journal of College Student Development, 55*(1), 16-29. doi:10.1353/csd.2014.0004

The authors examine the relationship between college students who have completed developmental tasks less effectively and binge eating behaviors, with emotional attachment insecurity as the mediator of the relationship to address two hypotheses: (a) Attachment insecurity and binge eating will be positively related, and (b) Attachment insecurity and binge eating relatedness will be mediated by maladaptive emotional regulation. This quantitative study was complete by recruiting students via email through the university registrar and included the potential for an incentive for participation. Total participants (N=381) comprised of both graduate and undergraduate students attending a large Midwestern University. Results indicated that insecure attachment, emotional regulation, and binge eating are all positively related. Attachment insecurity was found to be predictive of binge eating behaviors, and maladaptive emotional regulation brokers attachment insecurity predicting binge eating behaviors. Implications for the findings in this study include counselors' ability to tailor interventions for students with binge eating disorders with the consideration of the student's attachment security level.

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

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

Han, S., Kahn, J. H. (2017) Attachment, Emotion Regulation Difficulties, and Disordered Eating Among College Women and Men. *The Counseling Psychologist, 45*(8), 1066-1090.

This study examined how insecure attachment is distinctively related to binge eating and restricted eating through the emotion regulation difficulty pathways of emotional reactivity and emotional cutoff. Gender differences among these relationships were also explored. Participants were found through the psychology department research participation pool at a university in the U.S. Results found that attachment anxiety was associated with binge eating via emotional

reactivity, and attachment avoidance was associated with restricted eating via emotional cutoff, in both college women and men. Emotional cutoff was found to mediate the association between attachment avoidance and restricted eating, in addition to replicating the mediating role of emotional reactivity in the association between attachment anxiety and binge eating.

Hannigan, T. P. (2016). Beyond the Hispanic/Latina/o label: Counseling students from four representative nations. *Journal of College Student Psychotherapy*, 30(2), 81-97. doi:10.1080/87568225.2016.1140972

This article's focus is the diversity within the student culture we referred to as Hispanic/Latina/o and who may use counseling services on our campuses. The authors drill down into four specific countries and their cultures: Chile, Costa Rica, Mexico, and Spain. Except for Mexico, there is scant mention in the literature related to special needs of students who come from these four countries. This article is a step in the direction of filling this void.

Hansen, J.I.C., Dik, B.J., & Zhou, S. (2008). An examination of the structure of leisure interests in college students, working-age adults, and retirees. *Journal of Counseling Psychology*, 55(2), 133-145.

This study investigated the extent to which leisure interests are similar to or distinct from vocational interests for working age adults, college students, and retirees. Convenience samples of students enrolled at a large Midwestern university, working-age adults who had previously enrolled at the university and faculty or staff who had been employed by the university. Only partial convergence was found for the structure of leisure interests with vocational interests.

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

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

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

Given the increasing number of students seeking services at university counseling centers, some have opted to implement a triage system in place of waiting lists. This mixed-methods study investigated whether the triage system implemented at one university minimized student wait

time and increased attendance rates compared to wait-list system. Quantitative results indicate that the use of the clinical triage system resulted in shorter wait times, greater efficiency in serving students, and increased attendance rates. Qualitative results indicate similar results; however, changes are still needed. Implications and limitations of the research are also discussed.

Harper, D. (2015). Expanding our reach: Developing supportive campus community networks. *Journal of College Student Psychotherapy, 29*(1), 3-5. doi:10.1080/87568225.2015.973813

This is an Op-ed which describes successful, trained faculty/staff/ support groups and response teams that have enabled one campus to provide resources to students who benefit from listening support during stressful times.

Harper, C. E., Sax, L. J., & Wolf, D. S. (2012). The role of parents in college students' sociopolitical awareness, academic, and social development. *Journal of Student Affairs Research and Practice, 49*(2), 137–156.

Using data from the University of California Undergraduate Experiences Survey, this study examined the relationship between parental contact and involvement in students' academic progress and decision-making with students' personal, social and academic development. For students identifying as low income or poor, greater parental contact was associated with larger reported gains in sociopolitical awareness. The parental involvement factor was positively related to gains in sociopolitical awareness for first year students, but was negative for sophomores, and seniors.

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

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

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

Adults struggling with obesity and being overweight continue to increase in the US. College students, specifically, have been reported to use unhealthy weight management strategies. This article analyzes perceived body weight among college students and whether their perceived body

weight predicts unhealthy weight management and if it is associated with depressive symptoms. The results indicated that females were more likely to have an inflated body weight perception, while males were more likely to have a deflated body weight perception. Both overweight females and males, with an accurate body weight perception, were more than 2 ½ times as likely to use diet pills to lose weight. Females were more likely to report feeling depressed in the last year that had an inflated body weight perception and males were less likely to report feeling depressed in the last year that had a deflated body weight perception.

Harris, F. III, (2010). College men’s meanings of masculinities and contextual influences: toward a conceptual model. *Journal of College Student Development, 51 (3), 297-318.*

The author used a grounded theory study to construct a conceptual model of the meanings that men ascribe to masculinities. Participants, who attended a large, selective private research institution located in the western region of the United States, equated masculinities with “being respected,” “being confident and self-assured,” “assuming responsibility,” and “embodying physical prowess.” Contextual factors that influenced these meanings are reflected in the model.

Harris, F. III, & Edwards, K.E. (2010). College men’s experiences as men: Findings and implications from two grounded theory studies. *Journal of Student Affairs Research and Practice, 47(1), 43–62.*

This article describes the findings and implications drawn from two independent studies of men’s gender identity development in college. One study was conducted at a large public university in the eastern region of the United States. The participants for this study were 10 college men selected from a group of over 100 participants nominated by faculty and staff members on the campus. The second study involved a total of 68 men who attended a large private institution in the western region of the U.S. Both studies included a diverse group of participants. Shared findings included a narrow view of masculinity, the consequences of this dominant traditional view, and the results of efforts to transcend this view.

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

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

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

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

Hartman, C. L., Evans, K. E., & Anderson, D. M. (2017). Promoting adaptive coping skills and subjective well-being through credit-based leisure education courses. *Journal of Student Affairs Research and Practice*, 54(2), 303-315. doi:10.1080/19496591.2017.1331852

Current mental health needs of college students, there is an important need for students to learn and practice health coping skills to help them cope with stressors. The authors examined the impact of credit-based education on coping skills and the outcomes related to overall well-being. This qualitative study gathered data in two ways: focus groups and interviews with individual participants. The participants were recruited through leadership education courses - a total of eight focus groups were conducted (one per class section), and a total of seven individual interviews were completed. The results suggested these courses allowed students to try new types of skills that were taught in the class to develop new coping skills that can have a positive impact on well-being long-term. The added pressure of the course required students to maintain the coping skills throughout their class. Students reported an overall decrease in stress, or at minimum an increase ability to manage stress, through different activities and gained a new appreciation for the different coping skills. Overall, students reported these courses had a positive impact on their ability to manage their stressors. Implications for this research calls for an integrated approach - for coping skills of different methods to be introduced to students throughout their college curriculum. By integrating these skills throughout a students' educational journey, students will have different coping skill options that can be used to aid in managing stressors.

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

The relationships between nonsuicidal self-injury (NSSI), alexithymia, emotional dysregulation, disordered eating, risky drinking, and impulsivity were monitored in this study. 951 college students were given questionnaires seeking information on the constructs being studied. 28% of students revealed a history of NSSI, another third said they had engaged in risky drinking behaviors, and 5% of respondents reported disordered eating. Emotion regulation and negative urgency were related to the constructs as transdiagnostic mechanisms.

Hatchett, G.T. (2004). Reducing premature termination in university counseling centers. *Journal of College Student Psychotherapy*, 19(2), 13-27.

The author expresses the view that “Even in the absence of administrative session limits, most students will not participate in therapy long enough to experience its full impact. According to the author, “this premature departure ... presents a formidable barrier to successful treatment .” Eight strategies are described to reduce early departure of student clients from the counseling process.

Hatchett, G.T. (2005). Reply to Webb and Widseth. *Journal of College Student Psychotherapy*, 19(4), 61-70

The author of Hatchett (2004) “Reducing premature termination...” responds to the criticism raised by Webb & Wideseth (2005) in their commentary on his original article and provides support for his original assertions.

Hatchett, G. T. (2015). Development of the Preferences for College Counseling Inventory. *Journal of College Counseling*, 18(1), 37-48. doi:10.1002/j.2161-1882.2015.00067.x

This study describes the development of the Preferences for College Counseling Inventory (PCCI). A pilot version was developed from a comprehensive review of the literature on counseling preferences, counseling process research, counseling expectations, major theories of counseling and psychotherapy, and college counseling. The pilot was field-tested and is available to provide data about college students’ preferences for the logistics of counseling and the demographic/professional background of a potential therapist. The PCCI also provides numerical scores on 3 scales (Therapist Expertise, Therapist Warmth, and Therapist Directiveness) that measure preferences for therapist dispositions and 2 scales (Task-Oriented Activities and Experiential/Insight-Oriented Activities) that measure preferences for counseling activities.

Hatchett, G. T., & Park, H. L. (2019). Reexamination of the five-factor model and college students’ treatment-seeking attitudes. *Journal of Counseling & Development*, 97(2), 140–147.

Counseling centers have developed initiatives aimed at addressing college students’ reluctance to seek out counseling services. Students’ personality styles may impact their attitudes toward seeking help. The five-factor model was utilized to assess undergraduate students’ personality traits and influence on their attitudes toward seeking mental health treatment. This replication study aimed to identify demographic and personality factors that predict attitudes toward counseling. Results indicated that being female, having prior involvement in counseling, and having personality factors of openness, agreeableness, and conscientiousness increased students’ attitudes toward seeking counseling.

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

The researchers separate “esteem” into two different subsets: body and self. In this study, they assess these two factors and their co-occurrence with academic challenges that are discovered to

be associated with eating disorders. 330 college students in Finland were asked to participate in a scale - the Eating and Body Image Academic Interference Scale. Academic functioning issues were a small response among participants. Researchers also discovered that an increase in age of five years, in addition to high self esteem, were mediating factors against academic issues.

Hawley, L. D., MacDonald, M. G., Wallace, E. H., Smith, J., Wummel, B., & Wren, P. A. (2016). Baseline assessment of campus-wide general health status and mental health: Opportunity for tailored suicide prevention and mental health awareness programming. *Journal of American College Health, 64(3), 174-183.*

Self-perceptions of poor health and poor mental health have been found to be significantly associated with suicidal behavior. The authors of this study conducted a campus wide study on the mental and physical health of faculty, staff, and students. Their surveillance survey examined physical, mental, and general health status; suicide knowledge; and demographics. T-tests revealed that across eight mental health indicators, students reported worse mental health when compared to faculty/staff. Female and self-identified LGBT faculty/staff and students had lower satisfaction with their physical, mental, and general health. Mixed perceptions of overall health were found among students and faculty/staff of color. Increasing age was associated with worse physical health in both students and faculty/staff. LGBT students reported more mental health problems compared to heterosexual students. Students of color indicated more issues with energy and fatigue compared to other groups. Male students indicated fewer health problems and less overall distress.

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

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

Haycock, L.A., McCarthy, P., & Skay, C.L. (1998). Procrastination in college students: The role of self-efficacy and anxiety. *Journal of Counseling and Development, 76, 317-324.*

This study examined the relationship between procrastination, efficacy expectations, gender and age for 141 university students. Participants were asked to think about a major, personally meaningful project and to rate their efficacy for accomplishing it. Results indicated that cumulative efficacy expectation (defined as the sum of participant confidence ratings that they could accomplish 31 behaviors necessary to complete the imagined project) was a significant and inverse predictor of procrastination. Implications for counseling practice are discussed.

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

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

Hayes, B.G., Freeman, M.S., Vogel, J.E., Clonch, M., Clarke, N., Duffey, T. (2008). Destigmatizing college counseling for first-year students: A psychodrama approach. *Journal of College Student Development, 49(3), 250-254.*

This relatively brief article describes a model using psychodrama to (1) increase awareness of the role of college counseling; (2) differentiate high school guidance counseling from mental health counseling; (3) desensitize student to the process of counseling from intake through the first session; (4) identify and refer students through early intervention; (5) acquaint students with the counseling staff. The majority of those who attended and evaluated the program reported that they found it helpful.

Hays, D. G., Michel, R. E., Bayne, H. B., Neuer Colburn, A. A., & Smith Myers, J. (2015). Counseling With HEART: A relationship violence prevention program for college students. *Journal of College Counseling, 18(1), 49-65. doi:10.1002/j.2161-1882.2015.00068.x*

A convenience sample of undergraduate students was recruited with special efforts made to recruit members of Greek social organizations. During the 1st year of data collection, 124 college students participated in a series of group sessions designed to increase knowledge and awareness of relationship violence. Participants in the five-session program reported greater knowledge regarding the characteristics of relationship violence, risk factors, consequences, and available resources. Participants noted that they appreciated information on the cycle of violence and how to identify negative behaviors within relationships. Many individuals mentioned that the content opened their eyes about the prevalence and consequences of abuse among college-age students. Individuals in harmful relationships realized that they were not alone and could rely on friends for support.

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

Data from the pilot study for the Center for Collegiate Mental Health (CCMH) and the CCMH-Student Affairs Administrators in Higher Education (NASPA) survey were analyzed to deduce whether (a) among students seeking help from university counseling centers, racial/ethnic minority clients would report greater psychological distress than would European American

clients; and (b) non-heterosexual clients would report greater distress than would heterosexual clients. Results revealed that ethnic and sexual minority clients experienced greater psychological distress on multiple dimensions than did European American or heterosexual clients, respectively, as did ethnic and sexual minority students who were not clients. Among sexual minority students, ethnicity was not an added source of distress. Among ethnic minority students, sexual minority status was associated with heightened psychological distress.

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

Violence continues to be a problem on college campuses. The authors conducted two studies examining the prevalence and predictors of college students' fears of committing violent behavior. The authors surveyed over 10,000 students; the majority seeking services from the counseling center. The results indicated that less than 2% of the entire population reported having strong fears of acting violently and 7% of the students that were seeking counseling reported having strong fears of acting violently. Eighty percent of all the students reported having no such fears and 71 % of the students seeking counseling reported having no such fears. Predictors of having strong fears of acting violently included low academic motivation, suicidal ideation, irritable feelings, fears of having a panic attack in public, having harmed another person previously, having nightmares or flashbacks, and getting into frequent arguments. Implications for counselors are discussed.

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

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

Hayes, J. A., Petrovich, J., Janis, R. A., Yang, Y., Castonguay, L. G., & Locke, B. D. (2020). Suicide among college students in psychotherapy: Individual predictors and latent classes. *Journal of Counseling Psychology, 67*(1), 104–114.

Suicide is a prevalent public health concern, especially among college students. This study sought to identify predictors of suicidal behavior for college students receiving psychotherapy as well as identify classes of clients with suicidal ideation. The sample consisted of 101,570 students with 391 who engaged in suicidal behavior during their treatment period. Findings indicated that depression, prior suicidal behavior, and prior non-suicidal self-injury were positively related to suicidal behavior pretreatment and identified four latent classes of clients with suicidal ideation termed "prior ideation," "extensive risk," "prior treatment," and "circumscribed depression." Psychotherapists should attend to the different types of suicidal behavior and indicators of possible suicidal behavior when working with college students.

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

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

Hayes, L., Pössel, P., & Roane, S. J. (2019). Perceived everyday discrimination and depressive symptoms: Does cognitive style mediate? *Journal of Counseling & Development, 97*(4), 427–436.

Stress resulting from perceived everyday discrimination increases the likelihood of depressive symptoms. The hopelessness theory of depression purports that negative cognitive styles mediate the relationship between stressors and depressive symptoms. This study aimed to examine the separate mediating effects of three negative cognitive styles for community college students. Results indicated that perceived everyday discrimination was positively associated with four negative cognitive styles and two negative cognitive styles were associated with depressive symptoms, which mediated the effect between perceived everyday discrimination and depressive symptoms. Clinical implications for counselors working with marginalized populations experiencing depressive symptoms were also identified.

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

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

Heath, P. J., Vogel, D. L., Al-Darmaki, F. R. (2016). Help-seeking attitudes of United Arab Emirates students: Examining loss of face, stigma, and self-disclosure. *The Counseling Psychologist, 44*(3), 331-352.

The authors of this study note how psychological help-seeking patterns of college students in the United Arab Emirates (UAE) are heavily influenced by cultural values and beliefs. Seeking psychological help is viewed as disgraceful in Emirati culture and therefore heavily stigmatized. In Emirati culture, self-disclosing information to others is considered taboo. This study examined a model in which the relationship between loss of face and stigma and help-seeking attitudes is mediated by self-disclosure expectations. Participants included 407 (161 male and 246 female) college students at a large national university in the UAE. Results suggest that help-seeking attitudes are indirectly related to feared loss of face and stigma through the mediating variables of perceived risks and perceived benefits associated with self-disclosing to a counselor.

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

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

Heitzmann, D. (2002). Chapter 11: A runner's journey. *Journal of College Student Psychotherapy, 16*(3/4), 191-207.

A student athlete suffering from depression, sadness, guilt, feelings of worthlessness and attendant body image problems. The article traces the course of treatment.

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

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

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

A combination of 169 male and female undergraduate students were recruited to participate in this study, which is the pilot study in research that analyzes the risk of certain types of personalities (empirically derived) in developing eating disorders and Obsessive Compulsive Disorder. Self-report instruments with measurements of certain personality types (perfection, impulsive, effortful control as well as ED and OCD) were distributed to students. Three

personality types emerged: overcontrolled, undercontrolled, and resilient. In those who are “overcontrolled,” perfectionism and both ED and OCD symptoms were higher.

Helm, E.G., Sedlacek, W.E., & Prieto, D.O. (1998). The relationship between attitudes toward diversity and overall satisfaction of university students by race. *Journal of College Counseling, 1*, 111-120.

This study examined the relationship of perceptions of diversity to overall campus satisfaction, by race at an institution engaged in many diversity initiatives. A stratified random sample of first and third year students attending a large, eastern university was mailed a 100 item survey that asked questions about cultural attitudes. Comfort in cross-cultural situations and respect for other cultures correlated with overall satisfaction with their college experience. The more Asian Americans, Hispanic Americans and Whites were aware of diversity, the less satisfied the less they reported satisfaction. Awareness of diversity was not related to overall satisfaction for African Americans.

Henry, W. J., & Closson, R. B. (2012). The racial identity development of male student athletes when Blacks are the majority and Whites are the minority. *Journal of Student Affairs Research and Practice, 49*(1), 17–32.

Focus groups were used to explore the racial identity development of a convenience sample Black male and White male student-athletes on a predominantly Black, Division One, BCS football team at a large, predominantly White, Southern, public research institution. The White football players in this stud expressed initial feelings of discomfort due to their minority status on the team, but over time learned to adjust. One theme that emerged was the emphasis that players of both races placed on the concept of “team” in their responses regarding race. Black players were more team focused than White players, but players of both races often deflected their initial responses to questions about race to maintain an impression of a united team front that operated as a cohesive unit.

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

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

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

418 first time counseling seekers were asked to share the expectations they had of counseling prior to intake, and how confident they were in the efficacy of counseling and their likelihood of

attending post-intake. Participants were asked to divide their answers into three categories: don't know, just talking, or beyond talking. The group that answered "don't know" indicated lower confidence in counseling prior to treatment, and "beyond talking" respondents predicted attendance with their answers regarding expectations.

Hensley, L. G. (2001). College student binge drinking: Implications for a constructivist approach to college counseling. *Journal of College Counseling, 2*, 100-112.

The author first reviews factual information relevant to binge drinking behavior among college students. She then reviews relevant developmental theories that describe the other-directed, pre-identity formation of many college students and postulates a means for college counselors to utilize this theoretical perspective when dealing with college students who binge drink. Results of an exploratory study are reported that investigated the relation of gender, class level, Greek membership, and identity, moral and epistemological development and binge drinking. Participants who were frequent binge drinkers were less likely to have differentiated themselves from peers and formed their own value systems.

Hensley, L. C. & Cutshall, J. L. (2018). Procrastination and college: Students' Readiness and resistance for change. *Journal of College Student Development, 59*(4), 498-504. doi:10.1353/csd.2018.0047

The authors sought to understand the different environmental factors that either increased or prevented college students' procrastination while focusing on what is necessary to either change those behaviors or prevent the change in behavior. This study was conducted at a large midwestern university with a total of 303 undergraduate students. All participants previously completed a skills course at the university level, and the data was collected through a self-assessment questionnaire focused on procrastination habits. The results indicated that for students to change their behaviors, the following conditions needed to be made: taking responsibility for the change, recognition of personal negative and positive outcomes from the change, allowing themselves the time to enact the change, and taking action toward the change. The following was found to be inhibitors to change: when the behaviors are identified as occurring in a response to outside situations (e.g. a certain course), feeling paralyzed by internal pressures to enact change, lack of belief in the ability to make the change occur, and lack of making action out of what was learned in the course. Implications from these results suggest that encouraging students to take the knowledge learned in the classroom and relating it to self will have a longer impact on the potential for change to occur. University administrators can utilize this information to tailor presentations or programs to ask students to apply the information to self as opposed to providing just helpful tools and suggestions to students.

Hensley, L.G. (2002). Drug-facilitated sexual assault on campus: Challenges and interventions. *Journal of College Counseling, 5*, 175-181.

This article provides those who may be called upon to assist victims of rape involving gamma hydroxybutyric acid (GHB). Properties and effects of the drug are discussed; best practices for providing victim support are described; and general guidelines for treatment of trauma victims are provided.

Heppner, M.J., Neville, H.A., Smith, K., Kivlighan, Jr., D.M., & Gershuny, B.S. (1999). Examining immediate and long-term efficacy of rape prevention programming with racially diverse college men. *Journal of Counseling Psychology*, 46(1), 16-26.

This study investigated the short and long term effectiveness of a theoretically driven, programmatic rape prevention intervention. Participants in the convenience samples used in this study were students enrolled at a large, predominantly White, Midwestern university. Results indicated 3 patterns of treatment response: improving, deteriorating and rebounding. Results also indicated that Black students in a culturally relevant treatment condition were more cognitively engaged in the intervention than their peers in the traditional treatment conditions.

Herman, K. C. (2003). A motivational intervention to reduce cigarette smoking among college students: Overview and exploratory investigation. *Journal of College Counseling*, 6, 46-55.

Smoking prevalence remains high (23%) among adults in the U.S., among high school students (35%), and among college students (29%). Brief interventions such as the technique of motivational intervention (MI), have shown promise as a means to affect cessation. This article describes the MI treatment strategy, and reports on a small study that tested its efficacy among college students enrolled at a small, private liberal arts college located in the Northwestern U.S. Students who received the brief MI intervention were more likely to report abstinence at a 6 month follow-up as compared to a no-treatment control group.

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

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

Hermon, D.A., & Davis, G.A. (2004). College student wellness: A comparison between traditional and nontraditional-age students. *Journal of College Counseling*, 7(1), 32-39.

This study was designed to empirically assess differences of wellness between traditional and nontraditional-age students. Participants were drawn from a convenience sample who attended

classes at a midsize university in the Midwest and who completed the Wellness Evaluation of Lifestyle (WEL). No significant differences in wellness were found between the groups.

Hermon, D.A. & Hazler, R.J. (1999). Adherence to a wellness model and perceptions of psychological well-being. *Journal of Counseling and Development*, 77, 339-343.

The authors investigated the relationship between college the quality of their lives using Winer, Sweeney and Myers holistic wellness model comprised of 5 factors spirituality, self-regulation, integration of work, recreation and leisure, friendship, psychological well-being, and love. Results indicated a significant congruence between psychological well-being and adherence to the five factor model in combination.

Hernandez, T.J. & Fister, D.L. (2001). Dealing with disruptive and emotional college students: A systems model. *Journal of College Counseling*, 4(1), 49-62.

This article provides a model for systematically dealing with the disruptive behaviors of college students. Included are a discussion of the collegiate environment as a system, means of communicating with faculty means for addressing disruptive behaviors, faculty and staff training programs, policy development, and the role of professional counselors in addressing disruptive student behavior.

Herring, R.D. (1998). Native American Indian college students: Implications for college counseling practice. *Journal of College Counseling*, 1, 169-180.

The author discusses traditional Native American Indian values, interpretation of mental health concepts, indigenous healing practices and process concerns in counseling as implications for counseling practice.

Herts., K. L., Wallis, E., & Maslow, G. (2014). College freshman with chronic illness: A comparison with health first-year students. *Journal of College Student Development*, 55(5), 475-480. doi:10.1353/csd.2014.0052

The authors conducted a study explore the relationship between college students who have a chronic illness and loneliness. This study sought to answer the following research questions: (a) Do chronically ill college first-years and their healthy peers differ in health-related quality of life and measures of loneliness? And (b) Do college first-years use available health services and other resources? Research for this study was conducted at a private institution with all participants (n=163) having enrolled at the university only one month prior. Of the 163 participants, 45 reported having a chronic illness, 22 of those students reported have a physical illness (PI), 23 reported having a mental illness (MI), and 1 reported having both a MI and PI. The remaining 118 participants reported not having a chronic illness (non-CI). In reference to the first research question, non-CI students reported lower level of loneliness than both the groups of PI and MI students. The results as it relates to the second research question showed that only 15% of students with a chronic illness had a physician locally, and 17% of MI students and 13% of PI students had registered with the appropriate support services on campus. Implications from this study suggest that colleges and universities should be more aware that students with a

chronic illness suffer from increased levels of loneliness, and universities should provide additional resources and programming to assist chronically ill students.

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

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

Heys, K. H., & Wawrzynski, M. R. (2013). Male peer educators: Effects of participation as peer educators on college men. *Journal of Student Affairs Research and Practice, 50(2), 189-207.*

The authors of this study used data from the National Peer Educator Study to report the effects of participation as peer educators on learning outcomes for 258 college men. Male peer educators show significant growth from their peer educator experience along the cognitive complexity, intrapersonal development, interpersonal development, appreciation and awareness of diversity, and presentation and communication skills.

Hiester, M., Nordstrom, A., & Swenson, L. M. (2009). Stability and change in parental attachment and adjustment outcomes during the first semester transition to college life. *Journal of College Student Development, 50(5), 521-538.*

In this examination of parental attachment, changes in parental attachment, and first-semester psychological functioning and adjustment, more than 270 students completed self-report measures at 2 time-points during the first semester. Higher attachment security resulted in more positive adjustment outcomes for male and female matriculants. Further, students who experienced declining relationships with parents during the study's timeframe also tended to experience higher distress levels and lower adjustment scores. Some differences for students living at home also were found.

Hill, C. E., Anderson, T., Gerstenblith, J. A., Kline, K. V., Gooch, C. V., & Melnick, A. (2020). A follow-up of undergraduate students five years after helping skills training. *Journal of Counseling Psychology, 67(6), 697-705.*

This follow up study aimed to examine the outcomes from a helping skills course pertaining to empathy, natural helping ability, facilitative interpersonal skills, and help skills self-efficacy. Participants include 33 undergraduate students who had participated in the helping skills course. Students indicated that they utilized helping skills in both professional and personal lives 5 years

post-course. Overall, there were no changes in empathy, natural helping ability, or facilitative helping skills at follow-up. Additionally, students maintained self-efficacy levels at follow-up compared to post-course. Results suggested that students who continued to pursue mental health education (N = 15) continued to improve their empathy, natural helping ability, and self-efficacy at follow-up. This suggests that continued exposure and practice utilizing helping skills contributes to improved helping abilities.

Hill, C. E., Baumann, E., Shafran, N., Gupta, S., Morrison, A., Rojas, A. E. P., . . . Gelso, C. J. (2015). Is training effective? A study of counseling psychology doctoral trainees in a psychodynamic/interpersonal training clinic. *Journal of Counseling Psychology*, 62(2), 184-201.

This study examined changes across time for 23 doctoral-level counseling psychology student trainees as well as what helped trainees change. Information was collected through the use of inventories and semi-structured interviews. Results showed that, through the course of training, the trainees grew and emerged to be more self-efficacious, authentic, aware, and present in session. Trainees also indicated that they were better able to use techniques, manage countertransference, and display flexibility in managing logistics of their sessions. Trainees expressed that their program and experiences promoted their change.

Hill, C. E., Spangler, P.T., Chui, H., Jackson, J. L. (2014). Training undergraduate students to use insight skills: overview of the rationale, methods, and analyses for three studies. *The Counseling Psychologist*, 42(6), 702–28

This article is a review of literature on helping skills training to establish the rationale for a series of studies exploring the training of undergraduate student to use immediacy, challenges, and interpretation. The article reviews literature on the effectiveness of early training programs. The goals, methods, analyses of the three-part series are discussed.

Hill, C. E., Spangler, P. T., Jackson, J., Chui, H. (2014). Training undergraduate students to use insight skills: Integrating the results of three studies. *The Counseling Psychologist*, 42(6), 800–820.

This article analyzed the results of a three-part series of studies examining self-efficacy of students in incorporating helping skills after receiving training. The trained and measured skills were immediacy, challenges, and interpretation. Increases in self-efficacy for the target skill were found across all studies.

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.

Hinkelman, J.M. & Luzzo, D.A. (2007). Mental health and career development of college students. *Journal of Counseling and Development*, 85, 143-147.

The reciprocal effects of mental health and career development may present themselves to counselors simultaneously. Clients needing both mental and career counseling should be directed to appropriate services. Integrative approaches during graduate training will improve the interventions available to clients manifesting an integration of mental and career development support. Further research in this area is warranted.

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

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

Hipolito-Delgado, C.P. (2010). Exploring the etiology of ethnic self-hatred: Internalized racism in Chicana/o and Latina/o college students. *Journal of College Student Development*, 51 (3), 319-331.

The author explored if perceived racism and/or U.S. acculturation act as predictors of internalized racism in the Chicana/o and Latina/o community. Five hundred undergraduate Chicana/o and Latina/o students were recruited from the listserves of three national professional associations and were sent an e-mail inviting them to participate in a study on the identity development of Chicanas/os and Latinas/os. The results of the study were inconclusive.

Hipolito-Delgado, C. P. (2016). Internalized racism, perceived racism, and ethnic identity: Exploring their relationship in Latina/o undergraduates. *Journal of College Counseling*, 19(2), 98-109. doi:10.1002/jocc.12034

This study examined whether internalized racism and perceived racism hindered the ethnic identity development of U.S.-born Latina/o undergraduates. A convenience sample was recruited from the membership of various Latina/o university student organizations at 66 different U.S. colleges and universities in 23 different states. Three hundred seventy- three Latina/o undergraduate participants completed a demographic questionnaire, the Multigroup Ethnic Identity Measure, the Mochihua Tepehuani Scale, the Abbreviated Multidimensional Acculturation Scale–Spanish Language Competence subscale, and the Abbreviated Multidimensional Acculturation Scale–Spanish Language Competence subscale. Hierarchical

linear regression revealed a significant relationship between internalized racism and ethnic identity.

Hipple, J., & Miller, L. (2003). Improving vocal performance through emotional balance: An interdisciplinary group approach. *Journal of College Student Psychotherapy*, 14(1), 71-76.

This article describes a group formed by a college counseling center with the goal of improving vocal technique while also assisting participants to clarify their personal emotional bases. Needs assessment, a description of group facilitators, and an assessment of results and recommendations are provided.

Hintz, S., Frazier, P. A., & Meredith, L. (2015). Evaluating an online stress management intervention for college students. *Journal of Counseling Psychology*, 62(2), 137-147.

The purpose of this study was to develop and evaluate a theory-based online intervention designed to help students cope more effectively with stress. The development of this online intervention was based on the temporal mode of control and self-efficacy. Participants were recruited from psychology courses for two pilot studies. The final intervention included 159 participants also from psychology courses. Results indicated that intervention group participants experienced significantly greater reductions in perceived stress and symptoms of anxiety, depression, and stress.

Hirai, R., Frazier, P., & Syed, M. (2015). Psychological and sociocultural adjustment of first-year international students: Trajectories and predictors. *Journal of Counseling Psychology*, 62(3), 438-452.

The first goal of this study was to explore multiple trajectories of adjustment among first-year international students using a broader range of adjustment measures. The second goal was to identify important predictors of trajectories. A total of 248 international undergraduate and graduate international students participated in this 1 academic year-long study. Findings displayed high stable, moderate stable, and low decreasing distress trajectories. Perceived control over academic stress was one of the most important predictors, with other predictors being neuroticism, openness, comfort with the English language, and social support.

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

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

students and it is important that college students maintain a variety of support to reduce suicide risk.

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

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

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

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

Hoepfner, B.B., Hoepfner, S.S., & Campbell, J.F. (2009). Examining trends in intake rates, client symptoms, hopelessness, and suicidality in a university counseling center over 12 years. *Journal of College Student Development, 50* (5), 539-550.

The authors examined 12-year archival intake records of a university counseling center to test for trends regarding: (a) the overall number of student-clients seeking counseling, (b) the frequency with which specific symptoms were reported, (c) the number of times student-clients reported experiencing hopelessness at various levels of intensity, and (d) the number of times student-clients reported suicide ideation at two levels of intensity. Clients were enrolled at a medium-size, rural university campus. Findings suggest a long-term (i.e., more than 10-year) stability of student-clients' self-reported symptoms, and corroborate previous findings of short-term stability of client distress at intake.

Hoffman, B.M., & Meier, S.T. (2001). An individualized approach to managed mental health care in colleges and universities: A case study. *Journal of College Student Psychotherapy, 15*(4), 49-63.

Limited resources require that counseling centers manage the care that they provide through some means of allocation. The authors describe the use of an ongoing evaluation approach. This article contrasts pre-assigned standard allotment sessions with an idiographic approach that

measures the results of interventions for each client. A case study is used to illustrate this process-outcome-intervention model.

Hoffman, J., & Vallejo Peña, E. (2013). Too Korean to be White and too White to be Korean: Ethnic identity development among transracial Korean American adoptees. *Journal of Student Affairs Research and Practice*, 50(2), 152–170.

The purpose of this grounded theory study was to explore how lived experiences affect ethnic identity development of transracial Korean American adoptees raised by White parents. Participants included 12 transracial Korean American adoptees who were recent college graduates who were raised in various parts of the U.S. A theoretical model that surfaced from data collection is presented that demonstrates the complexity of transracial Korean adoptee identity.

Hogan, C., Harris, R.S., & Cassidy, J.M. (2006). The impact of process observers on interpersonal group therapy. *Journal of College Student Psychotherapy*, 21(1), 21–32.

This study sought to determine how, and to what extent, group therapy process observers impacted the experiences of group members. Also examined was whether there were differences between the different modes of sharing process notes with group members. Participants were a convenience sample of group therapy clients in four therapy groups at a southeastern university. Overall, group members perceived the process observer and notes as being a helpful part of the group.

Hogan, T.P. & Rengert, C. (2008). Test usage in published research and the practice of counseling: A comparative review. *Measurement and Evaluation in Counseling and Development*, 41, 51-56.

The authors examined all articles in each issue of 4 journals in the counseling field for a 3 year period. Tests or other measurement vehicles used in the research reported in the articles. Among the 604 research studies examined, the authors identified 652 instances of test usage, including 410 different tests. These results were then compared with the most frequently used tests by practitioners, according to self-reports as reported in 3 studies. Many of the tests used according to counselor self-reports rarely appear in research studies reviewed for this article. The results of this study suggest that it might be in the best interests of both practitioners and those who undertake research to deliberately increase the usage in research studies those tests widely used in practice.

Holland, C., & Holley, K. (2011). The experiences of gay male undergraduate students at a traditional women's college. *Journal of Student Affairs Research and Practice*, 48(2), 179–194.

This study examined the experiences of gay male undergraduate students enrolled at a 4 year, formerly all-female, public college, using the framework of queer theory. Using data collected from student interviews, journals, and document analysis, the findings offer insight into how

institutional space as well as peer culture impact identity. The relatively small size of the campus seemed to offer an affirmative environment for the participants. The effect of the feminized culture for each participant is also described.

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

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

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

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

Holston, J.I., & Cashwell, C.S. (2000). Family functioning and eating disorders among college women: A model of prediction. *Journal of College Counseling, 3*, 5-16.

In this study, path analysis results suggested direct and indirect effects on the relationships among eating disorder behaviors, family functioning, self-esteem, and perfectionism in a sample of 437 college women.

Holt, L. J. (2014). Attitudes about help-seeking mediate the relation between parent attachment and academic adjustment in first-year college students. *Journal of College Student Development, 55*(4), 418-423. doi:10.1353/csd.2014.0039

The authors conducted a quantitative study to examine the relationship between parent attachment and academic adjustment in first-year college students. This study also examined the role of attitudes regarding help-seeking, and help-seeking behaviors, as a mediator between the relationship between parent attachment and academic adjustment. The following hypotheses were explored: (a) higher levels of parental attachment would predict better academic adjustment while help-seeking attitudes would be a mediator for the effect, and (b) female students would have more positive attitudes about academic help-seeking than male students. This study was conducted at a small residential liberal arts institution located in the Northwest of the United States. All participants (n=93) were from the same institution. Data was collected through web-based surveys which were conducted at two different times during the first-year of college, the beginning and end of the first semester. The survey measured parental attachment, attitudes about academic help-seeking, and academic adjustment. The results suggested that higher levels of parental attachment predicted attitudes that were more favorable toward academic help seeking. Additionally, the results suggested female students had significantly more favorable attitudes toward academic help-seeking. Further, the results suggested that attitudes toward help-seeking behaviors was a significant mediator between parental attachment and academic adjustment. Implications for this study suggest ways faculty and student affairs professionals can assist in educating students on help-seeking behaviors that can allow students to take action when it comes to academics and academic performance. Peer mentor programs can also be utilized to assist students in increasing positive attitudes toward help-seeking behaviors that can increase students' academic adjustment.

Holt, M. K., Greif Green, J., Reid, G., DiMeo, A., Espelage, D. L., Felix, E. D., & ... Sharkey, J. D. (2014). Associations between past bullying experiences and psychosocial and academic functioning among college students. *Journal of American College Health, 62*(8), 552-560.

Childhood bullying has been associated with harmful adulthood outcomes. Adjusting to college may be particularly difficult for students who have experienced bullying in the past. The current study examined if childhood bullying victimization was associated with psychosocial and academic functioning at college. 413 first-year college students participated in this study. College students who had experienced bullying in the past were more likely to report depressive and anxiety symptoms in the clinical range. They also had lower global ratings of mental and physical well-being. Even when controlling for other childhood victimization experiences, these symptoms and levels of well-being were present. This study found that bullying was not associated with perceptions of overall positive quality of the college experience or social life.

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

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

experienced higher degrees of depression. Self-compassion moderated the relationship between unpredictability and depression, as those who reported higher rates of self-compassion expressed similar rates of depression regardless of the degree of instability in their families.

Horowitz, J.L. & Newcomb, M.D. (1999). Bisexuality, not homosexuality: Counseling issues, and treatment approaches. *Journal of College Student Psychotherapy*, 10(1/2), 148-163.

The authors first present a discussion of how to define bisexuality, and how bisexual identity formation can be conceptualized, admitting that these are difficult tasks. Counseling issues and approaches and a treatment model are also discussed.

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.

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.

Houston, J. B., First, J., Spialek, M. L., Sorenson, M. E., Mills-Sandoval, T., Lockett, M., & ... Pfefferbaum, B. (2017). Randomized controlled trial of the resilience and coping intervention (RCI) with undergraduate university students. *Journal of American College Health*, 65(1), 1-9.

It is common for college students to report symptoms of stress, anxiety, and depression. These symptoms have been associated with poor academic performance, increased episodic drinking, and unhealthy relationship behaviors. Resilience, the ability to positively adapt during times of adversity, can promote protection in times of challenge. Additionally, positive coping skills can decrease psychological distress. This pilot study evaluated a Resilience and Coping Intervention (RCI) with college students. RCI helps participants identify thoughts, feelings, and coping strategies following traumatic events or problematic experiences related to stressors. 129

participants were randomly assigned to either the experimental (3 RCI sessions) or control group and completed pre- and post-assessments. Those in the RCI group reported more hope and less stress and depression from pre- to post-assessment. The strongest moderating effects of RCI were reported on student stress. Those in the RCI group also experienced an increase in resilience. RCI had not effect on anxiety or coping capacity.

Hoyt, W.D. & Ross, S.D. (2003). Clinical and subclinical eating disorders in counseling center clients: A prevalence study. *Journal of College Student Psychotherapy, 18, 39-54.*

The main purpose of this study was to determine the frequency of eating pathology in students who seek treatment at a university counseling center. The authors were also interested in determining if including the Eating Attitudes Test-26 in the demographic packet given to clients prior to their first session made it more likely that clients would mention eating disorder issues and that therapists would more often inquire about these issues. A total of 555 participants for the study were recruited from clientele visiting the counseling center of a large, Rocky Mountain university during the Spring 2000 semester. A significant increase in the number of clients diagnosed with an eating disorder occurred during the semester of the study.

Huaping, S., & Dilely, H. (2012). Testing structural invariance of the Achievement Goal Questionnaire in American, Chinese, and Dutch students. *Measurement and Evaluation in Counseling and Development, 45(4) 257-269.*

Results of this study confirmed the proposed four-factor structure of achievement goals when the Achievement Goal Questionnaire (AGQ) is employed with either American, Chinese, or Dutch learners. In turn, the measure may have applications across international college populations.

Huang, Y-C. & Lin, S-H. (2015). Development and validation of an inventory for measuring student attitudes toward calculus. *Measurement & Evaluation in Counseling & Development. 48(2), 109-123. doi: 10.1177/0748175614563314*

Calculus is often a required course for Taiwanese college students studying business, engineering, management, and science. Past research has found a strong positive relationship between attitudes about math and success in mathematics. Since attitudes have such an influence on success, researchers wanted to construct an instrument that measures students' attitudes towards calculus. The assessment was named the Attitude Toward Calculus Inventory (ATCI) and all participants were Taiwanese college students. Researchers conducted three studies: an exploratory factor analysis, confirmatory factor analysis, and test-retest reliability and further validity.

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

Over the course of 3 years, a study was completed among 544 college men to better understand if and how empathy moderates risk factors associated with perpetrating sexual violence. Factors

were monitored in all of the men for the four years of college, and empathy did, in fact, moderate six of ten risk factors for sexual violence perpetration. High levels of empathy led to lower sexual violence perpetration rates in men who were considered by researchers to be “high risk.”

Hudson-Flege, M. & Thompson M.P. (2017). Empathy and extracurricular involvement in emerging adulthood: Findings from a longitudinal study of undergraduate college males. *Journal of College Student Development*, 58(5), 674-684. doi:10.1353/csd.2017.0053

The authors of this study investigated the changes in empathy of college student males, and if there is a predictive relationship between that change and extracurricular involvement on campus. The guiding research questions for this study were: (a) Can empathy change for male college students through the course of undergraduate education? and (b) Does involvement in extracurricular activities predict the change in empathy for college student males? A total sample of 471 male participants age 18-21 completed all four waves of the data collection process. Data was gathered through the subscale of Perspective Taking of the Interpersonal Reactivity Index. Students were asked to self-report their involvement in extracurricular activities at each data collection point. The results suggest that male college student’s empathy is able to change during their college career. As a response to the second research question, the results were mixed. Students who had “high” participation in extracurricular activities showed positive changes in empathy, while students who were engaged in fraternities showed a lack of empathy growth. Implications of this research suggest colleges and universities to promote student involvement in extracurricular activities that will allow students to have exposure to new thoughts and ideas. Universities should also be aware that students who are only involved in organizations that promote within-group development may limit empathy growth in students.

Huebner, L.A., Weitzman, L.M., Mountain, L.M., Nelson, K.L., Oakley, D.R., & Smith, M.L. (2006). Development and use of an eating disorder assessment and treatment protocol. *Journal of College Counseling*, 9, 72-78.

This article reports an eating disorder assessment and treatment protocol developed by counseling center practitioners at a Western university.

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.

Hui, K., & Lent, R. W. (2018). The roles of family, culture, and social cognitive variables in the career interests and goals of Asian American college students. *Journal of counseling psychology*, 65(1), 98-109.

Theory-driven research is lacking regarding the important roles that family and cultural factors plays in the career development of Asian Americans. This study sought to build upon existing research by examining cultural factors that predict Asian American college students' considerations to enter science-oriented fields and helping or teaching fields. Participants included 802 Asian American undergraduate students who completed measures of family support, self-efficacy, outcomes expectations, interest, and career consideration related to Holland's (1997) Investigative and Social themes, as well as indicated their adherence to Asian values and generation status in the United States. Results indicated that family support and acculturation played varying roles in Asian American students' career considerations depending on the Holland theme. Additionally, adherence to Asian values and generation status in the United States did not moderate the relationship of family support or interest and career consideration. The authors suggest that counselors can assist Asian American students with career consideration by exploring their perceptions of family support and assisting them with gaining access to needed resources as well as utilizing family- or system-related interventions.

Hummer, J. F., Pedersen, E. R., Mirza, T., & LaBrie, J. W. (2010). Factors associated with general and sexual alcohol-related consequences: An examination of college students while studying abroad. *Journal of Student Affairs Research and Practice*, 47(4), 427-444.

This study documents general and sexual negative alcohol-related risks and factors associated with such risk. Data were collected over two successive spring semesters at a medium-sized, West Coast university. The manner of drinking, pre-departure expectations related to alcohol use while abroad, culture-related social anxiety, and perceived disparity between home and host cultures differentially predicted consequences abroad.

Hummer, J. F., LaBrie, J. W., & Pedersen, E. R. (2012). First impressions on the scene: The influences of the immediate reference group on incoming first-year students' alcohol behavior and attitudes. *Journal of College Student Development*, 53(1), 149-162.

This study examined first-year students' perceptions of alcohol use and alcohol-related attitudes among their same-sex peers on their residence hall floor. Both male and female residents overestimated their peers' alcohol use and attitudes. Further, the norms they perceived were related to actual individual drinking and more permissive attitudes, with connectedness to floormates mediating this relationship. Understanding normative effects of residence hall floormate peer influences and relationships has implications for alcohol prevention and education.

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.

Hunt, P. F., Boyd, V. S., Gast, L., Mitchell, A., & Wilson, W. (2012). Why some students leave college during their senior year. *Journal of College Student Development, 53*(5), 737-742.

This study contributed to filling a gap in the attrition literature by using institutional and self-report data to examine the reasons behind college seniors' decisions to leave college before degree completion and by comparing first-generation and non-first-generation college seniors related to leaving-college rationales.

Hunt, S. J., Krueger, L. E. and Limberg, D. (2017), The relationship between interparental conflict and self-reported grade point average among college students. *Journal of College Counseling, 20*, 237-249. doi:10.1002/jocc.12072

This study examined the relationship between college students' perceived levels of interparental conflict, their living arrangement, and their current self-reported grade point average. A convenience sample of undergraduate students who were enrolled at a rural university in the southeastern United States completed the Child's Perspective of Interparental Conflict Scale (CPIC). Analysis of data revealed that higher self-reported GPA was associated with lower overall CPIC scores (less parental conflict.). Both female participants and those living away from home with higher scores (more reported parental conflict) reported lower GPAs.

Hutz, A., Martin, W.E., Jr., & Beitel, M. (2007). Ethnocultural person-environment fit and college adjustment: Some implications for college Counselors. *Journal of College Counseling, 10*, 130-141.

The authors define Person-Environment (P-E) fit as a measure of a person's general sense of belonging within a particular environment and adjustment as whether or not students believe that life changes need to be made in order to get the most out of their college experience. They hypothesized that majority students would experience higher levels of P-E fit than would minority students as measured by the Psychosocial Adaptation for Cultural and Contextual Correspondence Revised Inventory subscale score. A convenience sample of first-year undergraduate students attending a mid-sized Southwestern, public university. Results indicated that for their sample, the authors found that first year, White students perceived higher levels of P-E fit than did first year minority students. Significant differences in found in their perceptions of adjustment. Implications for counseling practice are discussed.

Huwe, J.M., & Johnson, W.B. (2003). On being an excellent protégé: What graduate students need to know. *Journal of College Student Psychotherapy, 17*(3), 41-57.

This article provides a profile of the excellent graduate student protégé and thus the student most likely to develop a productive relationship with a mentor. Personality characteristics and behavior patterns of successful mentees and those likely to be unsuccessful are described. Strategies for success are discussed.

Hyun, J., Quinn, B., Madon, T., & Lustig, S. (2007). Mental health need, awareness, and use of counseling services among international graduate students. *Journal of American College Health, 56*(2), 109-118.

The purpose of this study was to document the prevalence of mental health needs of international graduate students, their knowledge of campus counseling services available, and the factors that contribute to the use of counseling services. The entire population of graduate students attending a large, western university was invited to complete an anonymous Web survey that included the following topics: 1) need for mental health services; 2) knowledge of campus mental health services; 3) use and satisfaction with campus mental health services; 4) factors affecting student mental health; and 5) demographic information. Then, international student responses were analyzed separately. Approximately 44% of international graduate students responded that within the last year they had had an emotional or stress related problem that significantly affected their well-being or academic performance.

Hyun, J.K., Quinn, B.C., Madon, T., Lustig, S. (2006). Graduate student mental health: Needs assessment and utilization of counseling services. *Journal of College Student Development, 47*(3), 247-266.

This study examined the mental health needs, knowledge, and utilization of counseling services among graduate students at a large university in the western U.S. Half of the graduate students in the sample reported having had an emotional or stress-related problem during the preceding year. Mental health needs as reported by the respondents, was significantly and negatively related to confidence in financial status.

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

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

Iarussi, M. M., & Shaw, B. M. (2016). A collaborative process model for promoting successful referrals in college counseling. *Journal of College Counseling, 19*(3), 261-275. doi:10.1002/jocc.12048

The authors review the literature related to off-campus referrals and propose a collaborative process model for making these referrals. A case study is provided to illustrate the model.

Ilagan, G., Vinson, M., Sharp, J. L., Havice, P., & Ilagan, J. (2014). Trainees versus staff: Exploring counseling outcomes in a college counseling center. *Journal of College Student Psychotherapy, 28*(3), 229-240. doi:10.1080/87568225.2014.915172

This study evaluated differences in mean counseling outcomes for trainees compared to professional staff working in the same college counseling center. The primary outcome measure was symptom improvement. Participants were clients of a college counseling center who were enrolled at a public, medium-sized university in the Southeast who completed. Pre and post tests using the OQ45.2 indicated that Participants receiving counseling from trainees did not have a different mean symptom improvement score than students receiving counseling from a professional staff member. In order to isolate possible confounds, the researchers controlled for clients' readiness to change, the percentage of counseling appointments attended, and students attending compulsory counseling.

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.

Ilagan, G., Vinson, M. L., Sharp, J. L., Ilagan, J., & Oberman, A. (2015). Exploring outcomes and initial self-report of client motivation in a college counseling center. *Journal of American College Health, 63*(3), 187-194.

There has been an increased demand for counseling services on campuses over the years and as such many campus counseling centers find themselves overburdened. Researchers have examined motivational change to examine the likelihood of clinical success. The Transtheoretical Model (TTM) is based on motivation and looks at stages of intentional behavior change and offers insight into whether a student is likely to benefit from campus counseling services. This study explored the associations between college counseling center clients' initial self-report of motivation (based on the TTM) and counseling outcome. Clients' level of motivation was significantly associated with counseling outcome. Those who were in the precontemplation group had the lowest group mean for counseling outcome and were least likely to benefit from counseling services. Those in the preparation and contemplation groups had the highest symptom improvement and were most likely to benefit from counseling services. Precontemplation, action, and maintenance groups did not have significant symptom improvement.

Indelicato, N.A., Mirsu-Paun, A., & Griffin, W.D. (2011). Outcomes of a suicide prevention gatekeeper training on a university campus. *Journal of College Student Development, 52* (3), 350-361.

The authors of this study explored the efficacy of a three-step (Question, Persuade, Refer) gatekeeper, campus-wide suicide prevention program created for a large, southeastern university. Results showed significant increases in self-rated knowledge about suicide, suicide prevention, awareness of resources and belief in the appropriateness and likelihood they would ask someone about suicide.

Inman, A.G., & Silverstein, M.E. (2003). Dissertation support group: To dissertate or not is the question. *Journal of College Student Psychotherapy*,17(3), 59-69.

The authors describe the rationale for creating dissertation support groups, their experience in the development of such a group, the group's evolution, and its benefits. The group described was an unstructured, process-oriented therapeutic support group sponsored through a university counseling center.

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

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

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.

Iwamoto, D. K. & Liu, W. M. (2010). The impact of racial identity, ethnic identity, Asia values, and race-related stress on Asian Americans and Asian International collegestudents' psychological well-being. *Journal of Counseling Psychology*, 57 (1), 79-91.

The researchers investigate how racial identity, ethnic identity, Asian values, and race-related stress are associated with the psychological well-being among Asian Americans and Asian international students. Participants completed the Asian Values Scale-Revised, Multigroup Ethnic Identity Measure, People of Color racial Identity Attitudes scale, Asian American Race-Related stress Inventory, and the Scale of Psychological Well-Being. Results indicated the racial identity statuses such as Internalization, Immersion-Emersion, Dissonance, Asian values, and Ethnic Identity Affirmation and Belonging were significant predictors of well-being. In addition,

the researchers found a relationship between Asian values, dissonance, and conformity with race-related stress and well-being. Implications for future research and practice are discussed.

Iwinski, S.M. & Shiner, E.W. (2001). Securing client cooperation: A protocol for treating eating disorders. *Journal of College Student Psychotherapy, 16, 39-49.*

The authors discuss a protocol for the treatment of eating disorders designed to minimize client resistance. Clients are given the power to decide on the focus, timing and strategies used in therapy. Although the protocol has not yet subjected to empirical assessment, the authors report that anecdotal evidence is positive.

Jackson, J. L., Hill, C. E., Spangler, P. T., Ericson, S. K., Merson, E. S. , Liu, J., et al. (2014). Training undergraduate students to use interpretation. *The Counseling Psychologist, 42(6), 778-99.*

The purpose of this third part of a three-part series was to assess the outcomes of training in interpretation in terms of self-efficacy. The 128 undergraduate participants were taught the skill of interpretation. In a role play, students used the skill of interpretation, indicating that training was effective for increasing students' self-efficacy for using interpretation.

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

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

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

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

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.

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.

Jang, H., Woo, H., & Lee, I. (2020). Effects of self-compassion and social support on lesbian, gay, and bisexual college students' positive identity and career decision-making. *Journal of Counseling & Development, 98(4), 402–411.*

LGB college students experience greater social isolation and stigmatization which contributes to career indecision and confusion. College students' self-confidence in their abilities to make career decisions and complete tasks involved in this process is needed to choose and manage one's career. This study addressed a gap in literature on the career decision-making of LGB college students by examining the association between LGB students' sexual identity and career-making self-efficacy. Self-compassion and social support effects were also explored. Findings indicated that self-compassion and social support play mediating roles between positive identity and career decision-making self-efficacy. However, the sequence pattern of the mediators were found to be different for bisexual groups compared to lesbian/gay groups.

Jantzer, A. M., & Cashel, M. L. (2017). Bullying victimization, college adjustment, and the role of coping. *Journal of College Student Development, 58(2), 283-289.* doi:10.1353/csd.2017.0020

This study examined the impact of bullying experienced during school-age timeframes and the student's adjustment in college with coping serving as a moderator. This study was guided by the following hypotheses: (a) There is a negative relationship present between being a victim of bullying during primary and secondary education and college adjustment and (b) Coping moderates the relationship between bullying and college adjustment. All participants (n=270) in this study were from the same Midwestern public university and were all recruited from an introductory psychology course. The results indicated that an increased level of bullying was related to a decreased level of college adjustment. Bullying was also related to reduced emotional adjustment and other mental health stressors. Further, results also indicated when active coping skills were not used, there was a decrease in levels of adjustment. Implications from this study suggest student affairs professionals should think about how the bullying that occurred during primary and secondary education can have negative impacts on students long-term. Knowing that adjustment can be difficult for students who have experienced bullying, college professionals are more prepared to address the needs of students as they transition to college. When student affairs professionals can accurately target assessments, resources for students can be targeted and can potentially provide more successful outcomes.

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

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

Jeffers, A. J., Vatalaro Hill, K. E., & Benotsch, E. G. (2014). Energy drinks, weight loss, and disordered eating behaviors. *Journal of American College Health, 62*(5), 336-342.

Multiple negative behaviors have been associated with energy drink consumption including mixing energy drinks with alcohol. The caffeine in energy drinks may also have adverse health effects. These may be intensified for those consuming energy drinks to stave off hunger and counteract fatigue associated with calorie restriction. This study examined energy drink consumption and relations with weight loss attempts and behaviors, body image, and eating disorders. Results indicated that weight loss attempts, unhealthy weight loss behaviors, and poor body image were associated with energy drink consumption. Hierarchical logistic regression was used to control for demographics and the relationships between energy drink consumption the act of trying to lose weight, use of diet pills, and use of vomiting/laxatives remained significant.

Jehangir, R., Williams, R., & Jeske, J. (2012). The influence of multicultural learning communities on the intrapersonal development of first-generation college students. *Journal of College Student Development, 53*(2), 243-266.

This was a longitudinal study of low-income first-generation TRiO students and participation in a multicultural learning community aimed at reducing experiences of social isolation and marginalization. Outcomes were that support interventions which intentionally capitalize on students' lived experiences in the learning process and intentionally providing opportunities for learners to reflect on one's multiple identities appear to have positive, salient effects on intrapersonal adjustment.

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

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

Jenkins-Guarnieri, M. A., Vaughan, A. L. & Wright, S. L. (2015). Development of a self-determination measure for college students. *Measurement & Evaluation in Counseling & Development, 48*(4), 266-284. doi: 10.1177/0748175615578737

Researchers adapted the Basic Needs Satisfaction at Work Scale to measure self-determination in college students. The new assessment was appropriately titled the Basic Needs Satisfaction at College Scale and all 525 participants were first-time, first-year college students. Researchers conducted a confirmatory factor analysis and item response theory analysis and found support for a 3-factor model with 13 items.

Jensen, D.R. (2003). Understanding Sleep disorders in a college student population. *Journal of College Counseling, 6*(1), 25-34.

Research describing the sleep habits of U.S. college students seems to indicate that they are sleeping for a decreased period of time and reporting an increase in sleep disorders. This article reviews the research and provides information about sleep, disordered sleep and suggests that there is a requirement for college counselors to become more knowledgeable about therapeutic approaches to sleep issues so that they are able to address assessment and treatment of the negative effects of sleep loss and sleep disorders.

Jodoin, E. C., & Ayers, D. F. (2017). Communication conflict styles, perception of ethical environment, and job satisfaction among college and university counselors. *Journal of College Counseling, 20*(2), 139-153. doi:10.1002/jocc.12066

This national study examined the perceptions of college and university counselors regarding their ethical environment, job satisfaction, and ways of dealing with organizational conflict. Three survey instruments, *the Ethics Environment Questionnaire*, the *Organizational Communication Conflict Instrument*, and the *Abridged Job in General Scale*, were distributed to a random cluster sample of campus-based mental health counselors identified through IPEDS. Counselors across all three institutional types had an average view of their ethical environments. Communication conflict styles indicated possible power struggles occurring within counseling centers.

Johnson, A.B. (2006). Performance anxiety among African-American college students: Racial bias as a factor in social phobia. *Journal of College Student Psychotherapy, 21*, 31-38.

This paper explores the causes of social phobia. The author suggests that the sensitivity to self-scrutiny common to social phobics can be exacerbated by the effects of longstanding racial bias. An illustrative case study is included.

Johnson, A. (2014). Obsessional Slowness in College Students: Case Studies. *Journal of College Student Psychotherapy, 28*(3), 241-248. doi:10.1080/87568225.2014.915173

A review of selected literature pertaining to obsessional slowness is presented. Three case studies are described to illustrate the symptomology of this disorder.

Johnson, A.B., Takesue, K., & Chen, B. (2007). Identity-based discussion groups: A means of providing outreach and support for Asian Pacific American students. *Journal of College Counseling, 10*, 184-192.

The authors review research related to the psychological issues experienced by Asian Pacific American (APA) students. They describe two group format interventions appropriate for this population of college students, one initiated at Brown University and the second at Duke. Brief excerpts from student evaluations are included.

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.

Johnson, C.V. & Hayes, J.A. (2003). Troubled spirits: Prevalence and predictors of religious and spiritual concerns among university students and counseling center clients. *Journal of Counseling Psychology, 50*(4), 409-419.

This exploratory study examined the prevalence and predictors of religious and spiritual concerns among college students. Data was obtained from a national study encompassing more than 5,000 students who attended 39 public and private colleges and universities in the U.S. A questionnaire was used to obtain data relevant to the purpose of the research. Results revealed that students with considerable distress related to religious or spiritual concerns also tended to be distressed about the loss of a relationship, sexual assault, values confusion, homesickness and suicidal ideation. These students were especially likely to seek psychological help when they also had problematic relationships with peers. Among all students who sought help, considerable distress about religious or spiritual concerns was predicted by confusion about values, problematic relationship with peers, sexual concerns, and thoughts about being punished for one's sins.

Johnson, D.R. (2012). Campus racial climate perceptions and overall sense of belonging among racially diverse women in STEM majors. *Journal of College Student Development, 53* (2), 336-346.

This study examined the contributions of campus racial climate perceptions and other college environments to overall sense of belonging among racially diverse women in science,

technology, engineering, and mathematics (STEM) majors. Data from the 2004 National Study of Living–Learning Programs (NSLLP), a survey of student outcomes associated with participation in living–learning programs located at 34 predominantly White institutions in the United States. Each of the 34 institutions obtained a random sample or full population of students in living–learning programs and a randomly sampled comparison group of students living in residence halls but not participating in living–learning programs. Race/ethnicity, perceptions of the campus racial climate and the residence hall climate, and academic self-confidence emerged as significant predictors of sense of belonging.

Johnson, M. C., Graceffo, J. M., Hayes, J. A., & Locke, B. D. (2014). Examining treatment-seeking college students with and without military experience and trauma histories. *Journal of College Counseling, 17*(3), 260-270. doi:10.1002/j.2161-1882.2014.00062.x

The purposes of this study were to examine whether there has been an increase in recent college counseling center use rates by students with military experience; to determine the levels of distress reported by students with military experience seeking help at college counseling centers, particularly when compared with help-seeking students without military experience; and to investigate differences in distress between students with a military-related trauma and students who had experienced trauma but had no previous military experience. The authors utilized data sets gathered by the Center for Collegiate Mental Health, a pool of data from 97 college counseling centers in 2010–2011 and from 120 centers in 2011–2012. Of the 59,571 students who provided usable data to the CCMH 2010–2011 data set, 1,251 (2.1%) reported having military experience. The authors then randomly selected 1,251 students without military experience to serve as a comparison group. Results indicated that students with military experience did not utilize counseling services at any greater rate than their non-military peers, but did present with elevated rates of hostility and family concerns.

Johnson, P., Nichols, C.N., Buboltz, W.C. Jr., & Riedesel, B. (2002). Assessing a holistic trait and factor approach to career development of college students. *Journal of College Counseling, 5*(1), 4-14.

This article presents the results of an assessment of a career and life planning course that was based on a holistic trait and factor approach. A convenience sample of undergraduates who attended a large university in the Rocky Mountains was recruited to attend the course and to serve as a control group for this research project. Students were divided into treatment and control groups. Both groups provided demographic information and My Vocational Situation, Career Decision Scale- third Revision, and the Career Decision-Making Self-Efficacy Scale-Short Form. Results indicated that those enrolled in the course demonstrated decreased career indecision and an increased vocational identity and career decision-making self-efficacy.

Johnson, V.K., Gans, S.E., Kerr, S., & LaValle, W. (2010). Managing the transition to college: Family functioning, emotion, coping, and adjustment in emerging adulthood. *Journal of College Student Development, 51* (6), 607-621.

The purpose of this study was to test the hypothesis that college students who engage in emotion coping, behaviors will show better academic, social, and emotional adjustment to college compared to those who do not engage in these behaviors. Two cohorts of a total of 320 (93 men, 227 women) first-year undergraduate students at a state university in suburban Philadelphia completed a series of questionnaires about his/her family environment, coping style, and individual functioning. Participants from less expressive families who tended to avoid their emotions reported significantly more difficulty adjusting to college than their peers from more expressive family environments.

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.

Jones, A.L., Perera-Diltz, Salyers, K.M, Laux, J.M., & Cochrane, W.S. (2007). Testing hypothesized differences between adult children of alcoholics (ACOAs) and non ACOAs in a college student sample. *Journal of College Counseling*, 10, 19-26.

The purpose of this study was to investigate whether college students who self-identify as having been raised in a substance-dependent home when compared with college students who do not report such a home environment are more likely to have a substance-dependence problem, be defensive, and manifest symptoms of codependency. Participants completed the Substance Abuse Subtle Screening Inventory Third Edition (SASSI-3) No differences between the two groups were found for any of the dependent variables.

Jones, D. L. (2015). The bad practice of best practice. *Journal of College Student Psychotherapy*, 29(3), 164-166. doi:10.1080/87568225.2015.1045777

What does "best practice" really mean? The author discusses why this term is subjective and not a terribly useful benchmark for practicing professionals.

Jones, K., Mendenhall, S., & Myers, C. A. (2016). The effects of sex and gender role identity on perceived stress and coping among traditional and nontraditional students. *Journal of American College Health*, 64(3), 205-213.

There is a growing rate of nontraditional college students, generally those 25 or older, on college campuses across the country. These students often juggle multiple roles and as such may experience more stress. The authors of this study examined the interaction of sex, gender role identity (GRI), and student type (traditional vs. nontraditional), and how those variables influence perceived stress and coping strategies in students. GRI included masculine, feminine,

and androgynous (displaying personality traits that are associated with both masculine and feminine). In nontraditional male students, higher levels of perceived stress were found in masculine males versus androgynous males. Female nontraditional students used more approach coping strategies (i.e. expressing feelings, acceptance, and positive reframing) when compared to traditional male students. Finally, traditional androgynous female students had lower levels of perceived stress when compared to their masculine counterparts.

Jones, M., Kass, A. E., Trockel, M., Glass, A. I., Wilfley, D. E., & Taylor, C. B. (2014). A population-wide screening and tailored intervention platform for eating disorders on college campuses: The healthy body image program. *Journal of American College Health, 62*(5), 351-356.

The *Healthy Body Image* program consist of 4 categories of activities: online screening; online, evidence-based preventive intervention for individuals at low and high risk for eating disorders; referral to clinical services for individuals with eating disorders; and in-person community outreach and online culture change intervention delivery. This evidence-based program provides interventions across socioenvironmental levels that impact eating and activity patterns in students. This pilot study examined the *Healthy Body Image* program at 2 universities using either a solicited screening (invited campus-wide screen) or universal screening (first- and second-year students living in targeted residential halls). Results indicated that the solicited screening approach resulted in greater numbers of students who were at higher risk for eating disorders compared to the universal delivery model. It is suggested that when screening is encouraged for all students in a defined population, like those in the universal delivery model, it may decrease stigma and increase completion of the screening by a broader group of students.

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.

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.

Joshi, M. & Kristie, T.A. (2013). Domestic violence and international students: An exploratory study of the practices and role of U.S. university international offices. *Journal of College Student Development*, 54 (5), 527-533.

The authors invited directors of international offices of the 10 US universities with the most enrolled international students to participate in an exploratory study that focused on the frequency with which they encountered domestic violence involving international students and scholars and their response to it. The six directors who agreed to participate in the investigation indicated that they had few cases of domestic violence reported to them and that it was not a priority among those issues that they dealt with. Participants indicated that information and referral was their response to the few cases which came to their attention.

Jourdan, A. (2006). The impact of the family environment on the ethnic identity development of multiethnic college students. *Journal of Counseling and Development*, 84, 328-340.

The author of this qualitative study of 5 multiethnic college students concluded that family environment plays a significant role in a multiethnic person to develop a secure ethnic identity. Those whose family members were supportive of their multiple ethnic backgrounds felt confident about their ethnic identity and exhibited higher self-esteem. Counselors who work with multiethnic individuals should encourage these clients to express their feelings and those of family members about their ethnic identity.

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.

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

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

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

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

Juang, L., Ittel, A., Hoferichter, F., Gallarin, M. M. (2016). Perceived racial/ethnic discrimination and adjustment among ethnically diverse college students: Family and peer support as protective factors. *Journal of College Student Development*, 57(4), 380-394. doi:10.1353/csd.2016.0048

The authors examined racial and ethnic discrimination experienced among college students, but more specifically examined if family supports and peers supports served as protective factors against negative adjustment as a result of discrimination. Research for this study was conducted at a large, public, urban campus in California. Participants (n=142) were ethnically diverse and completed questionnaires for data collection. The results suggested that an increased perception of discrimination was related to poorer student adjustment, support from peers did mediate the negative impacts to an extent. Results also suggested that an increased in perceived discrimination from others resulted in an increase in physical issues or complaints. Neither family support nor peer support proved a mediator of depressive symptoms (e.g. loneliness). This research also found that participants rated peer support as more influential and impactful than family support while in college. Implications from this study propose that universities should have and enforce clear anti-discrimination policies. Student affairs practitioners (e.g. Multicultural affairs) can provide educational programming that can foster an increase in understanding of issues that relate to race, and racial/ethnic discrimination. Services on campus can be combined (e.g. student health services and mental health services) to meet the needs of students and to promote available resources on campus.

Juhnke, G.A. & Reel, J.J. (1999). An integrated counseling model for alcohol abusing college students. *Journal of College Counseling*, 2, 89-91.

A model designed as an intervention for treatment of students who abuse alcohol is described. The model is based on solution-focused and cost-benefit techniques.

Juth, V., Smyth, J. M., Thompson, K., & Nodes, J. (2010). Social and environmental predictors of alcohol-related legal infractions in college students. *Journal of College Student Development*, 51(4), 373-384.

Examining the records of students with alcohol-related legal infractions, these researchers identified calendar-related risk factors associated with problematic alcohol use not previously emphasized in the literature. The researchers found that increases in infractions (a proxy for

increased problematic alcohol use) were associated with Greek organization rush week and football game days; were significantly more common during weekends; and seemed associated with weather-related factors such as temperatures and snowfall.

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

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

Kadar, R.S. (2001). A Counseling liaison model of academic advising. *Journal of College Counseling, 4*, 174-178.

The Counseling Liaison model is described as an effective means to implement developmental advising. Developmental advising acknowledges that the advising process encompasses more than academic issues. During an advising session that is grounded in a developmental framework, a student's personal issues are also addressed. Additionally there is a focus on the student's involvement in all aspects of campus life. To provide additional support for advisees, professional advisors are assigned to work with particular academic departments. In this way they are more likely to develop a rapport with both students and departmental faculty. Interventions that counseling liaisons can achieve with academic programs are discussed.

Kadison, R. (2006). College psychiatry 2006: Challenges and opportunities. *Journal of American College Health, 54*(6), 338-340.

The author scans some major changes that have occurred during the past 20 years, that he believes have impacted college mental health and the practice of psychiatry on the college campus. He calls for collaboration between counseling services, administration, residence life programs and student health to address the challenges facing mental health professionals.

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

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

Kahn, J. H. & Garrison, A. M. (2009). Emotional self-disclosure and emotional avoidance: Relations with symptoms of depression and anxiety. *Journal of Counseling Psychology*, 56 (4), 573-584.

The authors conducted two studies examining the relationship between symptoms of anxiety and depression with disclosure and avoidance of emotional experiences. The first study examined depression and anxiety symptoms, tendencies to avoid emotional express, and tendencies to self-disclose distress. The results indicated that symptoms of depression and anxiety were associated with lessened self-disclosure and avoidance of emotional expression. The second study examined anxiety and depression symptoms in relation to the students' most recent emotional event and their self-disclosure about the event. The results indicated that depression symptoms were negatively related to the disclosure of a specific event. Implications for practice are discussed.

Kahn, J.H., & Williams, M.N. (2003). The impact of prior counseling on predictors of college counseling center use. *Journal of College Counseling*, 6(2), 144-154.

This article tested the help seeking model of Cramer that suggests that students who conceal "distressing information" do not develop strong social support networks, and this combination leads them to experience higher levels of distress. Participants were a sample of college students who attended a large Midwestern university. They completed the Distress Disclosure Index, the Social Provisions Scale, the Center for Epidemiological Studies Depression Scale, and the Attitudes Toward Seeking Professional Psychological Help Scale, the Intentions of Seeking Counseling Inventory. Results indicated support for Cramer's model of help-seeking in that participant attitudes toward seeking help and prior experience in counseling predicted actual use of the campus counseling center.

Kaier, E., DeMarni Cromer, L., Johnson, M. D., Strunk, K., and Davis, J. L. (2015). Perceptions of mental illness stigma: Comparisons of athletes to nonathlete peers. *Journal of College Student Development*, 56(7), 735-739. doi:10.1353/csd.2015.0079

The authors examined the relationship between perceived public stigma (PPS) of mental illness, and the impact this has on college athletes versus nonathlete college students. Researchers focused three hypotheses: (a) there would be a positive relationship between PPS and a person's individual stigma about mental illness, (b) personal stigma would be lower than PPS, and (c) student athletes would experience higher PPS and personal stigma regarding mental illness than student nonathletes. The sample for this study consisted of 304 athletes that are members of 16 different Division I NCAA teams, and 103 nonathlete students. In order to work with students' athletes, the data was collected from student athletes during practices and other team gatherings. Results suggested a significant relationship between PPS and persona stigma for the college athlete participants. When the athletes were compared to the nonathletes, athletes were found to have a higher level of personal stigma and PPS. For the athlete participants, there was a higher level of personal stigma than PPS. Implications from this study suggest that student athletes have struggle with the personal stigma of mental illness and PPS of mental illness may be impacted by the student's status and treatment on campus. Other implications suggest that universities work

with both the athletic department and the counseling center to collaboratively provide services to student athletes. A position could be created and provided for a mental health practitioner to be physically situated so that student athletes would have easy access to the services that student athletes need.

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.

Kalkbrenner, M. T., Brown, E. M., Carlisle, K. L., & Carlisle, R. M. (2019). Utility of the REDFLAGS model for supporting community college students' mental health: Implications for counselors. *Journal of Counseling & Development, 97(4), 417-426.*

Community college students possess unique demographic characteristics, compared to college students in general, that have been associated with mental distress. To meet the growing demand for mental health services among college students, college counselors have focused their attention on preparing counseling referral agents (e.g., student peers, resident advisors, faculty) to identify students in need of mental health services. Mental health literacy has been investigated as a supportive factor in students' mental health help-seeking. This study examined the use of the REDFLAGS model of college student mental health literacy as applied to community college students to inform future training of counseling referral agents in community college settings. Findings supported the use of the model with community college students.

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.

Kalkbrenner, M. T., Lopez, A. L., & Gibbs, J. R. (2020). Establishing the initial validity of the REDFLAGS model: Implications for college counselors. *Journal of College Counseling, 23*(2), 98-112.

Authors aimed to validate the REDFLAGS model assessing eight cautionary warning signs of mental distress in college students. The model's reliability and construct validity were supported through a test of internal consistency reliability and factor analysis. The model's predictive validity was endorsed through hierarchical logistic regression models. A significant relationship was discovered between students' ($N=4$) recognition of the REDFLAGS model and increased odds of a peer-to-peer referral to the counseling center.

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.

Kalkbrenner, M. T., Sink, C. A., & Smith, J. L. (2020). Mental health literacy and peer-to-peer counseling referrals among community college students. *Journal of Counseling & Development, 98*(2), 172–182.

Mental health literacy is associated with the promotion of peer-to-peer referrals to mental health support services. However, this relationship has not been examined in the research literature as applied to community college students. Researchers in this study examined the construct validity and use of three dimensions of mental health literacy as predictors of peer-to-peer referrals to a community college counseling center. Results indicated that mental health literacy was a significant positive predictor of peer-to-peer referrals to the community college counseling center.

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

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

Kalsner, L. & Pistole, M.C. (2003). College adjustment in a multiethnic sample: Attachment, separation-individuation, and ethnic identity. *Journal of College Student Development*, 42(6), 92-109.

Attachment theory posits that people bond with a primary caregiver who serves the survival function of providing protection and a sense of security through behavioral patterns that keep the person in close proximity to one or a few significant others. The attachment to the primary caregiver forms the foundation for socio-emotional development and personality functioning throughout life. This study explored the relatedness of attachment, separation-individuation, and ethnic identity in students' adjustment to college. Participants were 252 undergraduate students who were enrolled in a 5 year, undergraduate Biomedical Education program at a public university in the Northeast. Results from non-White student participants revealed gender differences in predicting college adjustment. For both males and females, college adjustment is enhanced by greater independence and by openness to other ethnic groups. adjustment to college, using a multiethnic sample.

Kaminski, P.L., Turnock, P.M., Rosen, L.A., & Laster, S.A. (2006). Predictors of academic success among college students with attention disorders. *Journal of College Counseling*, 9(1), 60- 71.

After an extensive review of the literature related to Attention Deficit Hyperactivity Disorder (ADHD), this study identified factors associated with academic success among a sample of college students with ADHD. Participants were students who had been diagnosed with ADHD and who were enrolled at a selective liberal arts college located in the eastern U.S. Participants, voluntarily provided demographic information and completed the Adult Behavior Rating Scale-Self Report (ABRS-IV Self), the Coping Resources Inventory for Stress 9 CRIS), and the Symptoms Checklist-90-R (SCL-90-R). Results indicated that overall availability of coping resources differentiated academically high-achieving ADHD participants from those who were less academically successful.

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.

Kaplan, S. A., Vogel, D. L., Gentile, D. A., & Wade, N. G. (2012). Increasing positive perceptions of counseling: The importance of repeated exposures. *The Counseling Psychologist*, 40(3), 409-442. <http://dx.doi.org/10.1177/0011000011414211>

The purpose of this study was to examine the effectiveness of repeated exposures to a video that was created to increase help seeking behaviors, peer norms, and decrease stigma associated with counseling among 290 undergraduate students. Participants completed pre and post-measures and were randomly assigned to one of three possible groups (repeated exposure, single exposure, and control video). Results indicated that participants in the repeated exposure condition reported significant improvements in help seeking behavior and peer norms compared to participants in the single exposure and control groups. There were no significant differences between participants' pre-test and post-test scores on stigma between conditions. Researchers discuss the research and clinical applications of their findings.

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.

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.

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

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

Karon, B.P. (2007). Chapter 8: Does adding medication to psychotherapy for depression improve or worsen outcome? *Journal of College Student Psychotherapy*, 21(3/4), 179-198.

The authors report that the data show that the rate of effectiveness for anti-depressant medication is quite low among children and adolescents. In fact, two-thirds of depressed patients at any age are partially or totally resistant to medication. Their premise is that results are at least as good with psychotherapy alone. Illustrative case studies are presented.

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

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

Kato, T. (2012). Development of the coping flexibility scale: Evidence for the coping flexibility hypothesis. *Journal of Counseling Psychology*, 59 (2), 262-273

The author created the coping flexibility scale to measure one's ability to discontinue ineffective coping strategies and implement an alternative coping strategy. The scale consists of items that were pilot-tested among 30 Japanese college students. The scale was then tested in 5 different studies. The first three studies provided reliability evidence of the scale. The fourth study resulted with a positive association between flexible coping strategy and improved psychological health. The final study demonstrated flexible coping was associated with reduced future depression. Implications and future research are discussed.

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

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

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

Elevated weight has been noted with an increased risk of experiencing depressive symptoms, and research has shown that one-third of college students are in the category of “overweight or obese.” To fill a gap in the research, this study looked at protective factors and the connection between health behaviors and depressive symptoms, as well as how students see themselves in terms of body image. A slight majority of the 175 participants were female. According to results, in students who presented with lower depressive symptoms, there was also a higher rate of exercise and body positivity.

Kaufman, J.A., (2006). Stress and social support among online doctoral psychology students, *Journal of College Student Psychotherapy, 20*(3), 79-88.

Study at the doctoral level is academically challenging and stressful. This study sought to examine the perceived stress and related variable for doctoral psychology students taking their coursework online. Volunteers were solicited from those enrolled in a national distance education university. Participants provided demographic information and completed the Perceived Stress Scale, and the Adjective Check List. Perceived stress did not correlate with counseling readiness or gender.

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.

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.

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.

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

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

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

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

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.

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

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

Kern, C.W., Fagley, N.S. & Miller, P.M. (1998). Correlates of college retention and GPA: Learning and study Strategies, testwiseness, attitudes and ACT. *Journal of College Counseling, 1*, 26-34.

This article reports an investigation of the premise that study skills and attitudes about achievement are more significantly correlated with academic performance than more widely used predictors such as ACT test scores. Academic success was defined as GPA and retention. The relationship between success and learning and study skills, attitudes about college and beliefs about control and responsibility for academic achievement. The authors used a convenience sample that completed the Gibb Experimental Test of Testwiseness, LASSI, and the short form of the Intellectual Achievement Responsibility Questionnaire. The results of this study revealed that only GPA had a significant and direct effect on attrition.

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

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

Keum, B. T., Hill, C. E., Kivlighan Jr, D. M., & Lu, Y. (2018). Group- and individual-level self-stigma reductions in promoting psychological help-seeking attitudes among college students in helping skills courses. *Journal of counseling psychology, 65*(5), 661-668.

This study examined the impacts of individual- and group-level changes in self-stigma on psychological help-seeking attitudes. Participants included 189 undergraduate college students enrolled in 20 sections of a semester-long helping skills lab group. Students were administered the Self-stigma of Help Seeking Scale and Attitudes Toward Seeking Professional Psychological Help Scale-Short Form during the first and final week of the semesters. Results indicated that individual level reductions in self-stigma did not predict psychological help-seeking attitudes. However, students that maintained low to moderate levels of self-stigma throughout the semester developed significantly more positive attitudes toward psychological help-seeking. Additionally,

section-level reductions in self-stigma significantly predicted more positive attitudes toward psychological help-seeking. Findings suggest the potential importance of group norm changes in self-stigma on promoting changes in individuals' psychological help-seeking attitudes.

Keum, B. T., & Miller, M. J. (2020). Social justice interdependence among students in counseling psychology training programs: Group actor-partner interdependence model of social justice attitudes, training program norms, advocacy intentions, and peer relationships. *Journal of Counseling Psychology, 67*(2), 141–155.

This study examined the mutual support of students and the role of shared social justice principles utilizing the group actor-partner interdependence model (GAPIM). Participants included 178 doctoral students enrolled in counseling psychology programs. Results indicated that students' advocacy intentions were higher when other students and faculty collectively perceived greater social justice principles compared to individual attitudes and perceptions. Additionally, students with closer peer relationships reported greater advocacy intentions. Authors provide practical implications for building a sense of community around social justice and a shared goal of advocacy work.

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

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

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

In this opinion paper, the author critiques the American College Health Association's research for integrating the delivery of medical and counseling services in university settings. There is a critique of the sampling methods of the American College Health Association's research methods. The author then described how the integration of medical and counseling services is often times done ineffectively. For example, the author described how this integration is done at "superficial levels" where medical and counseling professionals share the same settings, however, are unlikely to collaborate about client care.

Khaddouma, A., Shorey, R. C., Brasfield, H., Febres, J., Zapor, H., Elmquist, J., & Stuart, G. L. (2016). Drinking and dating: Examining the link among relationship satisfaction, hazardous drinking, and readiness-to-change in college dating relationships. *Journal of College Student Development, 57*(1), 32-46. doi:10.1353/csd.2016.0007

The authors examined the relationship between dangerous drinking and readiness to change, and the readiness to change alcohol use and relationship satisfaction. This study focused on the

following hypotheses: (a) alcohol use and relationship satisfaction are negatively related, (b) readiness to change regarding alcohol use would be positively related to relationship satisfaction (among those with dangerous drinking behaviors), (c) dangerous drinking and readiness to change would be negatively related to readiness to change in relationships (for those with low relationship satisfaction). The results suggested that there was a negative relationship between alcohol use and relationship satisfaction among participants who had dangerous drinking behaviors, and people with high satisfaction in their relationship would be more willing to change their alcohol use than individuals with a lower relationship satisfaction. The results did not confirm the third hypothesis that people with a lower satisfaction in their relationship would be less willing to make changes with their alcohol use. Implications of this study recommend that universities and colleges provide relationship education and services on campuses as it has proven to be effective with married adults. To further promote relationship health among college students, more educational programming can be implemented into already established programs and classes to reach college students. The authors also suggest that mediated education platforms could be used to reach current college students.

Kilgo, C. A., Mollet, A. L., & Pascarella, E. T. (2016). The estimated effects of college student involvement on psychological well-being. *Journal of College Student Development, 57*(8), 1043-1049. doi:10.1353/csd.2016.0098

Over the past 10 years, research has indicated that college students are experiencing mental health issues at a higher rate than before, which has been linked to a decrease in student overall performance. This study examined student's involvement throughout their four-year college experience, and how that relates to students overall psychological health. The authors worked to answer the following research questions: (a) Is there an impact from the students' involvement on campus with leadership positions or sports teams impact the students' psychological well-being at the end of their four years in college? and (b) Are the effects of student involvement different when considered in separate categories by type of involvement? Using data from WNS with three different groups of students from 46 different institutions, a sample of 4,402 students were included in this study. Data was collected in three stages: at the beginning of their first year, at the end of their first year, and at the end of their fourth year. Results from this study suggest that begin a Resident Assistant (RA), being involved with an intermural sport, or being involved at a higher level of leadership in student organizations were positive predictors of psychological well-being at the end of the fourth-year, with being an RA being the most significant predictor. The analyses identified that diversity-related experiences, and interactions and/or relationships with others were the two significant factors that contributed to the student's psychological well-being. Implications from this study suggest that students should be encouraged to be involved in organizations on campus and take leadership roles when able to do so. These findings can be useful for implementation of other over-all wellness goals for practitioners and can be used to promote and further overall intuitional initiatives for continued student involvement.

Killos, L.F., & Keller, A. (2012). Hiding in plain sight: Low-risk drinkers in the Greek system. *Journal of College Student Development, 53* (6), 846-850.

This study examined personal alcohol use, perceptions of peer use, protective behavioral strategies, and negative consequences associated with alcohol use among 276 fraternity and sorority students who were enrolled in one of three mid-size or large, public universities located in the Midwest and Southeast. The three institutions were selected based upon their receipt of external foundation funding to design, implement, and maintain social norms campaigns on their campuses. Overall, 32.6% of this sample met the criteria for low quantity drinking.

Kim, B.S.K. (2007). Adherence to Asian and European American cultural values and attitudes toward seeking professional psychological help among Asian American college students. *Journal of Counseling Psychology*, 54(4), 474-480.

The purpose of this study was to investigate the attitudes of Asian American college students toward seeking professional psychological help in the context of both enculturation and acculturation to cultural values. In the literature on Asian Americans the word *acculturation* has largely emphasized the adaptation to the norms of the majority culture while downplaying the process of retention of the norms indigenous culture. The term *enculturation* highlights the process of being socialized into and retaining one's indigenous cultural norms for both immigrant, first-generation immigrants and for those who are farther removed from immigration. A convenience sample of Asian American college students attending a large East Coast university was used to gather relevant data using a variety of instruments. Results indicated a significant inverse relation between enculturation to Asian values and professional help-seeking attitudes.

Kim, B.S.K., Li, L.C., & Liang, C.T.H. (2002). Effects of Asian American client adherence to Asian cultural values, session goal, and counselor emphasis to client expression on career counseling process. *Journal of Counseling Psychology*, 49(3), 342-354.

The purpose of this study was to investigate the effects of client adherence to Asian cultural values, goals of a counseling session, as related to counselor emphasis of client expression on client perceptions of the career counseling process. Asian American college students who were enrolled at a large mid-Atlantic university and who participated in a career counseling session participated in the study. A 2x2x2 factorial design was utilized with two levels of client adherence to Asian cultural values (high & low), two levels of session goal (immediate resolution and insight attainment, and two levels of counselor emphasis of client expression (cognition & emotion). Among clients with high adherence to Asian values, those in the expression of emotion condition perceived greater counselor cross-cultural competence than did those in the cognition condition.

Kim, B. S. K., Ng, G. F., & Ann, A. J. (2009). Client adherence to Asian cultural values, common factors in counseling, and session outcome with Asian American clients at a university counseling center. *Journal of Counseling & Development*, 87(2), 131-142. <http://dx.doi.org/10.1002/j.1556-6678.2009.tb00560.x>

The purpose of this study was to examine (1) Asian American clients' adherence to traditional cultural values, (2) clients' expectation that counseling will be successful, (3) clients' perceptions about the client-counselor match about the etiology of their presenting concern, and (4) the

correlation between clients' ratings of these three variables and their evaluations of their counseling experiences. Participants consisted of 61 Asian American college students who were clients at the university counseling center. Results demonstrated that client-counselor match about problem etiology was significantly related to positive counseling session outcomes. Implications for counseling Asian American clients are discussed.

Kim, B.S.K. & Omizo, M.M. (2005). Asian and European American cultural values, collective self-esteem, acculturative stress, cognitive flexibility, and general self efficacy among Asian American college students. *Journal of Counseling Psychology*, 52(3), 412-419.

The purpose of this study was to examine Asian American college students' adherence to Asian- and European-American cultural values, with a particular focus on biculturalism, collective self-esteem, and factors related to successfully coping with cultural differences. A convenience sample of students enrolled at a West Coast University responded to a questionnaire designed to measure adherence to Asian and European American cultural values. Results indicated that adherence to Asian and European American cultural values are positive predictor of collective self-esteem.

Kim, E. & Kim, C. (2013). Comparative effects of empathic verbal responses: Reflection versus validation. *Journal of Counseling Psychology*, 60 (3), 439-444.

An experimental study compared the effect different types of empathic responses had on students. Participants were randomly assigned into one of three groups before individually playing a specific game: the control group, reflection group, and validation group. Those in the control group were told basic facts about the game. Students in the reflection group were given reflective statements and students in the validation group were given validating statements. Results indicated that students in the reflection and validation groups reported an increased sense of belonging. Students in the validation group reported increased self-esteem and decreased negative mood and aggression towards people. Implications are discussed.

Kim, H. J., Duffy, R. D., Lee, S., Lee, J., & Lee, K.-H. (2019). Application of the psychology of working theory with Korean emerging adults. *Journal of Counseling Psychology*, 66(6), 701-713.

Psychology of Working Theory (PWT) is a framework that documents predictors and outcomes of decent work. This study sought to examine the predictor portion of PWT with a sample of Korean emerging adults from diverse economic backgrounds. Participants included 407 college students who attended a large junior college in Korea. Findings suggest that emerging adults' positive career outcomes are impacted by their economic resources via impacting psychological abilities. More specifically, Economic resources positively related to work volition and career adaptability which were positively related to occupational engagement and future perceptions of obtaining decent work. The authors suggest that interventions targeting malleable psychological abilities may be helpful when working with emerging adults who experience economic strain.

Kim, H. J., Kim, S. Y., Duffy, R. D., Nguyen, N. P., & Wang, D. (2020). A cross-cultural

comparison of psychology of working theory among U.S. and Korean college students. *Journal of Counseling Psychology*, 67(5), 568–579.

The present study investigated a modified version of psychology of working theory to examine predictors of occupational engagement and future perceptions of decent work for 346 United States and 319 Korean undergraduate students. Variables measured included economic resources, work volition, career adaptability, occupational engagement, and future decent work perceptions. The hypothesized models were tested and compared among the two samples. Overall, findings suggest that the modified model generally fit both samples well. However, notable differences were found regarding the relationship between economic resources and career-related behaviors as well as perceptions of future work. The authors provided potential explanations for cross-cultural differences and practical implications.

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.

Kim, P. Y., & Kendall, D. L. (2015). Etiology beliefs moderate the influence of emotional self-control on willingness to see a counselor through help-seeking attitudes among Asian American students. *Journal of Counseling Psychology*, 62(2), 148-158.

This study explored etiology beliefs about mental illness in relation to emotional self-control and willingness to see a counselor in 232 Asian American college students. Biological and spiritual etiology beliefs were analyzed as a moderator. Finding showed that Asian help-seeking attitudes significantly explained the inverse relation between emotional self-control and willingness to see a counselor biological and spiritual etiology beliefs moderated this explanation.

Kim, P. Y., Kendall, D. L., & Webb, M. (2015). Religious coping moderates the relation between racism and psychological well-being among Christian Asian American college students. *Journal of Counseling Psychology*, 62(1), 87-94.

The authors propose that positive religious coping, or securely relating to what a person considers to be central to their faith, may have a facilitative role in mental health by protecting against racism's effects on a person's psychological well-being; while negative religious coping, or struggling with one's faith, would serve as a moderator amplifying adverse effects of racism on mental health. This study had 107 Asian American undergraduate students take the Subtle and Blatant Racism Scale for Asian American College Students (SABR-A), Psychological Well-Being Scale subscale (PWB) of the Mental Health Inventory (MHI), and Brief RCOPE through an online survey. Results showed a negative and significant correlation between subtle racism and psychological well-being, positive and significant correlation between subtle racism and

negative religious coping, and positive and significant relationship between positive religious coping and psychological well-being. This study found that negative religious coping moderated the relationship between racism and mental health.

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

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

Kim, P. Y., & Yon, K. J. (2019). Stigma, loss of face, and help-seeking attitudes among South Korean college students. *The Counseling Psychologist, 47(3), 331–357.*

Research has shown that although South Koreans recognize the benefits of psychological services there is an underutilization of services among this population. This study sought to address a gap in knowledge regarding the relationship between stigma and help-seeking among South Koreans by examining different types of stigma and their correlations with help-seeking attitudes. Researchers utilized a pre-existing model of help-seeking attitudes for South Korean college students to examine how loss of face might be incorporated into the model. Participants (N= 485) were recruited from several South Korean universities. Results indicated that others' stigma predicted self-stigma which predicted help-seeking attitudes. Additionally, as loss of face increased the negative indirect effect of others' stigma on help-seeking attitudes through self-stigma weakened.

Kimball, J.S., & Diddams, M. (2007). Affect regulation as a mediator of attachment and deliberate self-harm. *Journal of College Counseling, 10(1), 44-53.*

The authors of this study utilized structural equation modeling to investigate the role of affect regulation on attachment and deliberate self-harm. A convenience sample drawn from students enrolled at a public university in the Pacific Northwest completed the Attachment Style Questionnaire (ASQ), the Affect Regulation Scale (ARS), and the Deliberate Self-Harm Inventory (DSHI). Results suggested that affect regulation mediates the relationship between attachment and deliberate self-harm in college students

King, A.R. (2011). Environmental influences on the development of female college students who identify as multiracial/biracial-bisexual/pansexual. *Journal of College Student Development, 52 (4), 440-455.*

Using Renn's ecology of college student development model as a theoretical framework, the author describes how a college environment influenced the identity development of the six female college students who participated in a student and who identified as multiracial/biracial–

bisexual/pansexual. The author also describes how the results of this study validate Renn's model.

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

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

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

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

Kiracofe, N.M. & Wells, L. (2007). Mandated disciplinary counseling on campus: Problems and possibilities. *Journal of Counseling and Development*, 85, 259-268.

Because of increased student misconduct in academic institutions, counselors have had to use traditional voluntary counseling models with involuntary disciplinary clients. The authors propose a policy position that would preclude mandated treatment and instead place an emphasis on counseling readiness programming for disciplinary referrals. A stages of behavioral change model is offered as a tool to articulate when counseling can be effective with students entangled in disciplinary procedures.

Kirk, G., Singh, K & Getz, H. (2001). Risk of eating disorders among female college athletes and nonathletes. *Journal of College Counseling*, 4, 122-132.

This study provides a comparative analysis of eating disorder prevalence among female participants in various sports and non-participant females. Another focus of the study was to determine if age was a factor in the prevalence of eating disorders among the two groups and subgroups. Participants in the study were female athletes and non-athletes who were enrolled in a rural state university in southwestern Virginia. The athletes engaged in 10 varsity intercollegiate, Division I level sports and 1 non-varsity dance team. Results do not support higher incidence of disordered eating in the athlete group. Younger women were found to have more symptoms of disordered eating than did older women.

Kirsch, A. C., Conley, C. S., & Riley, T. J. (2015). Comparing psychosocial adjustment across the college transition in a matched heterosexual and lesbian, gay, and bisexual sample. *Journal of College Student Development, 56*(2), 155-169. doi:10.1353/csd.2015.0017

The authors examined students who identify as Lesbian, Gay, or Bisexual, (LGB) and their adjustment to the transition of attending college as compared to heterosexual counterparts. This study used a matched sample method from a larger sample, to include a sample of heterosexual students (n=46) and LGB students (n=46) from a midsized urban university. Research was conducted at the time students entered the institution and through their first year in school. The results suggest that students from both subsamples experienced an increase in stress as they transitioned to college. When compared to their heterosexual peers, participants in the LGB subsample identified a higher level of stress, a decrease in psychological well-being, and higher cognitive vulnerabilities. Results also suggested that LGB students may be at a higher risk for mental health concerns when transitioning to the college environment, and additional services that are directed to LGB students may be needed. LGB students also demonstrated a lower level of social well-being through the first year of college. Implications from this research suggest that college and university programming should be geared toward LGB students as LGB students transitioned to college. Further, environments that foster a safe environment for LGB students should be created and promoted by colleges and universities.

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.

Kirsch, D. J., Doerfler, L. A., & Truong, D. (2015). Mental health issues among college students: Who gets referred for psychopharmacology evaluation?. *Journal of American College Health, 63*(1), 50-56.

Over time, there has been an increase in the number of students with severe psychological problems on campus. College counseling centers are serving an increased number of students taking psychotropic medication. The purpose of this study was to describe diagnostic and psychotropic medication prescription characteristics among college students referred by college counseling centers for psychopharmacologic evaluation. The most common presenting diagnosis

at time of evaluation by a consulting psychiatrist were mood disorders, anxiety disorders, substance use disorders, and attention deficit hyperactivity disorder. Almost 40% of participants reported depressive symptoms in the severe to very severe range. 55% of participants reported a history of suicidal thoughts and 12% had attempted suicide at least once in the past. Aggressive or violent behavior risks were very low among those referred for psychopharmacologic evaluation. 50% of participants had a history of psychotropic medication use at the time of referral. Antidepressant medication was the most frequently prescribed medication both before and after consultation.

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

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

Kitzrow, M. A. (2009). The mental health needs of today’s college students: Challenges and recommendations. *NASPA Journal, 46*(4), 646-660.

This article is a literature review, current at the time of publication, documenting what was described as a “surge” in mental health needs on campuses and discussing student mental health problem implications for constituencies including students, faculty, staff, and the institution.

Kivlighan III, D. M., Abbas, M., Gloria, A. M., Aguinaga, A., Frank, C., & Frost, N. D. (2018). Are belongingness and hope essential features of academic enhancement groups? A psychosociocultural perspective. *Journal of Counseling Psychology, 65*(2), 204-213.

This longitudinal study examined the effectiveness of academic enhancement groups by testing the relationship between increases in hope, belonging, and academic achievement for undergraduate students on academic probation who participated in these groups. Participants included 167 undergraduate students from 22 academic enhancement groups. Hope and belongingness were modeled as predictors of change in students’ grade-point average (GPA). Results showed that increases in students’ hope and belongingness were significantly related to changes in their GPA. Gender was also found to significantly moderate the relationship between hope and academic achievement.

Kivlighan, D. M. III, Adams, M. C., Drinane, J. M., Tao, K. W., & Owen, J. (2019). Construction and validation of the Multicultural Orientation Inventory—Group Version. *Journal of Counseling Psychology, 66*(1), 45–55.

This study adapted the Multicultural Orientation Inventory to develop and test the psychometric properties of the Multicultural Orientation Inventory—Group Version in order to measure cultural humility, cultural comfort, and cultural missed opportunities for those participating in therapy groups. Participants include 208 members from 49 therapy groups across 10 university counseling centers. Findings supported a 3-factor structure for the inventory and corresponded with the underlying constructs. Additionally, preliminary evidence was found for the estimated internal and convergent validity for the inventory.

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.

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

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

Klibert, J., Lamis, D. A., Collins, W., Smalley, K. B., Warren, J. C., Yancey, C. T., & Winterowd, C. (2014). Resilience mediates the relations between perfectionism and college student distress. *Journal of Counseling & Development*, 92(1), 75-82. doi: 10.1002/j.1556-6676.2014.00132.x

Anxiety and depression symptoms are prevalent on college campuses across the country. College students experience change in many areas, including personal and academic change. Oftentimes college students find that their roles and responsibilities are changing as well. Students with perfectionist tendencies tend to develop higher levels of depression and anxiety. The researchers used the Multidimensional Perfectionism Scale to examine the relationship between perfectionism dimensions, resilience, and distress in 413 undergraduate students.

Klinc, A., & Granello, P.F. (2003). Overall life satisfaction and help-seeking attitudes of Turkish college students in the United States: Implications for college counselors. *Journal of College Counseling, 6(1), 56-68.*

This study's purpose was to investigate the overall life satisfaction and help-seeking attitudes and behaviors of Turkish students study in the U.S. Turkish students attending a higher education institution in Ohio one of four Midwestern states completed the Mental Health Information Questionnaire, the Attitudes Toward Seeking Professional Psychological help Scale, the American-International Relations Scale, and a background data questionnaire. Results indicated that, overall, Turkish students in this study reported a moderate to high degree of satisfaction with their lives in the U.S. Students who were the least acculturated were found to be significantly more likely to have difficulty in academic life, language, and medical health. Participants indicated that their knowledge about mental illness was based primarily on the media.

Klingsieck, K. B., Grund, A., Schmid, S., & Fries, S. (2013). Why students procrastinate: A qualitative approach. *Journal of College Student Development, 54(4), 397-412.*

This qualitative study interviewed 29 students to develop themes related to academic procrastination. Themes emerging included previously demonstrated themes, such as lack of motivation and volitional control, as well as relatively new themes, such as students' social connectedness and task competence as they related to procrastination.

Klump, M. (2006). Posttraumatic stress disorder and sexual assault in women. *Journal of College Student Psychotherapy, 9, 67-83.*

This paper is a review of the research literature related to the risk factors associated with the development of Posttraumatic Stress Disorder (PTSD) in response to sexual assault in women. A cognitive model of PTSD is described as it applies to victims of sexual assault, and treatment implications are examined. Limitations of the state of the PTSD literature are also discussed.

Knott, J.E., & Ngo, T.A. (2001). Chapter 11: Brief therapy with a grieving grad student. *Journal of College Student Psychotherapy, 16(1/2), 171-189.*

A case of brief therapy with a female graduate student who was experiencing bereavement, a pair of conflicted relationships, and a challenge to her cultural competence.

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

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

Ko, S. Y., Wei, M., Park, H., & Wang, K. (2019). appearance comparison, appearance self-schema, perfectionism, and body esteem among Korean college students. *The Counseling Psychologist*, 47(3), 358–383.

This study aimed to examine how South Koreans experience body esteem within their cultural context. Specifically, researchers examined whether appearance self-schema and perfectionistic self-presentation significantly mediated the direct association between comparisons of physical appearance and body esteem. Participants included 290 South Korean college students recruited from a university. Structural equation modeling analyses indicated that self-schema and perfectionistic self-presentation were significant mediators for physical appearance comparison and body esteem. Additionally, a multiple-group analysis revealed that the mediation model could equally apply to both men and women students. Authors discuss several implications for mental health clinicians working with South Koreans with body image concerns.

Kogan, L.R., & Kellaway, J.A. (2004). Relationship advice columns from two popular magazines: Implications for therapy with women, men and heterosexual couples. *Journal of College Student Psychotherapy*, 19(1), 35-55.

Gender stereotyping as seen in the pages of two popular magazines read by college students is explored. The discussion is followed by therapeutic considerations and suggestion for working with male and female college students, individually and in couples therapy.

Kolek, E. A. (2009). Recreational prescription drug use among college students. *NASPA Journal*, 46(3), 519-539.

This survey study suggested that a substantial portion of college students at a large public university were using prescription drugs recreationally. Further, recreational prescription drug use was associated with the use of other drugs including alcohol, and recreational prescription drug users reported more negative consequences of their substance use than did their non-using peers.

Kogan, L. R., Schaefer, K., Erdman, P., & Schoenfeld-Tacher, R. (2016). University counseling centers' perceptions and experiences pertaining to emotional support animals. *Journal of College Student Psychotherapy*, 30(4), 268-283. doi:10.1080/87568225.2016.1219612

The authors investigated the experiences of counseling center directors related to emotional support animals (ESA) by conducting a survey using the Association for University and College Counseling Centers (AUCCCD) listserv. Results suggest that most respondents have had few if any requests for letters of support for ESAs. Most reported they currently have no written policies in place. Recommendations for establishing institutional policies are provided.

Kolts, R. L., Lombardo, T.W., & Faulkner, G. (2004). Trauma-cueing and short-term memory in college students with PTSD. *Journal of College Student Psychotherapy*, 19(2), 29-47.

The authors summarize research supporting the neurological disruption in Post-traumatic Stress Disorder (PTSD) resulting in short-term memory dysfunction. The goals of this study were to determine whether or not college students meeting criteria for PTSD would score lower on measures of verbal memory, short-term memory and attention than would their control counterparts; and to examine whether or not environmentally cued trauma memories would interfere with memory performance on subsequent tasks within this population. A convenience sample of undergraduates was recruited and asked complete a demographic form, the Trauma Assessment for Adults, the Modified PTSD Symptom Scale-Self-Report version, and the Beck, Depression Inventory-Second Edition. A control group was used. Results of this study indicated that college students with PTSD do not experience the sorts of memory deficit seen in other populations with perhaps more severe levels of PTSD.

Komiya, N. & Eells, G.T. (2001). Predictors of attitudes toward seeking counseling among international students. *Journal of College Counseling, 4(2), 153-160.*

The authors investigated the relationship between the ability of emotional openness, distress level, gender, and length of stay in the U.S. prior experience with counseling to predict international students' attitudes toward seeking counseling. International students enrolled at a midsize southern, public university completed the Attitudes Toward Seeking Professional Psychological help Scale: 10-item version, the Emotional Openness Scale, and the Hopkins Symptom Checklist: 21-item version. Results indicated that participants who were more emotionally open, who were female, and who had received counseling previously possessed more open attitudes toward seeking counseling than other participants.

Komiya, N., Good, G.E., & Sherrod, N.B. (2000). Emotional openness as a predictor of college *Journal of Counseling Psychology, 47(1), 138-143.*

The purpose of this study was to examine whether emotional openness is associated with attitudes toward seeking psychological services. Using a convenience sample of students enrolled at a large, Midwestern university, the authors found that that greater emotional openness predicted more favorable attitudes toward psychological help-seeking. The authors found that a) male gender, b) greater perception of stigma associated with counseling, c) lower symptom severity also correlated with a reluctance to seek help.

Kopta, S. M., Petrik, M. L., Saunders, S. M., Mond, M., Hirsch, G., Kadison, R., & Raymond, D. (2014). The utility of an efficient outcomes assessment system at university counseling centers. *Journal of College Student Psychotherapy, 28(2), 97-116.* doi:10.1080/87568225.2014.883876

This article describes an assessment of the Behavioral Health Measure-20 (BHM-20) which is software designed to monitor client progress in university counseling centers. The (BHM-20) is included in the computer-based CelestHealth System. Data from 22,465 total counseling center clients seen at a diversity of 23 different university counseling centers in the United States between June 2006 and November 2011. Analyses indicate that the BHM-20 is an effective means to assess client progress. Data from this study indicated that students seeking counseling

at the participating centers received benefit from treatment. Overall, clients' average termination score was significantly improved from their average intake score on all of the BHM scales.

Kounenou, K., Koutra, A., Katsiadrami, A., & Diacogiannis, G. (2011). Epidemiological study of Greek university students' mental health. *Journal of College Student Development, 52* (4), 475-486.

The purpose of this study was to assess the general level of mental health of undergraduate students who attended a Greek university. The majority of the students were single (99.1%), resided, were permanent residents of Greece, and lived with their parents (67.1%). Most (77.0%) did not work and they were financially depended on their families (87.3%). The majority of the participants' fathers (46.6%) had a university's degree, whereas a large percentage of the mothers (44.5%) were high school graduates. The authors reported that their investigation of these 805 undergraduate indicated high depression rates and poor mental health. Significant differences in students' mental health were found by gender, age, and parents' educational level.

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

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

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

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

Kress, V. E., Newgent, R. A., Whitlock, J., & Mease, L. (2015). Spirituality/religiosity, life satisfaction, and life meaning as protective factors for non-suicidal self-injury in college students. *Journal of College Counseling, 18*(2), 160-174. doi:10.1002/jocc.12012

Non-suicidal self-injury (NSSI) is the deliberate act of physically damaging one's own body tissue without suicidal intent, usually by cutting, burning, or hitting oneself. The purpose of this study was to identify factors that may protect or insulate people from engaging in NSSI.

A random sample of 36,900 students from eight colleges and universities in the Northeast and Midwest were invited to participate in a web-based survey consisting of the Non-Suicidal Self-Injury Assessment Tool, the Multidimensional Measurement of Religiousness/Spirituality, the Satisfaction with Life Scale, and the Meaning in Life Questionnaire of student well-being. Five of the eight schools at which students were enrolled were private, one was a mix of public and private, and two were public. Findings suggest that the importance of spirituality/religiosity, life satisfaction, and life meaning are protective factors against self-injury in college students.

Kress, V.E., Shepherd, R.I., Anderson, A.J., Petuch, J.M.N., & Thiemeke, D. (2006). Evaluation of a coeducational sexual assault prevention program on college students' rape myth attitudes. *Journal of College Counseling, 9*, 148-157.

The literature related to sexual assault prevention programs was used to develop a sexual assault prevention program that incorporated successful elements from reported programs. Then the effects of the resulting program were assessed, especially the efficacy of the program in confronting rape myth attitudes. Participants were incoming college first year students who attended a small, Midwestern, private Methodist college. Participants who were required to attend the sexual assault prevention program completed the Illinois Rape Myth Acceptance Scale Short Form as a pre- and post- test assessment. Results indicated that the program decreased sexual assault prevention myth acceptance attitudes regardless of gender, age, race, or prior experience.

Kress, V.E.W., Trippany, R.L. & Nolan, J.M. (2003). Responding to sexual assault victims: Consideration for college counselors. *Journal of College Counseling, 6*, 124-133.

The authors have integrated research and theory from the general literature related to the counseling of victims of sexual assault trauma, and applied it to interventions for victims who are college students. Provided in this article are a summary of implications for counseling college students.

Krentz, A. & Arthur, N. (2001). Counseling culturally diverse students with eating disorders. *Journal of College Student Psychotherapy, 16*, 7-21.

This article focuses on research related to eating disorders experienced by women and the popular misconception that disordered eating occurs mostly among Caucasian women. The authors also includes a review of the research literature related to disordered eating among men, gays and lesbians, people with disabilities and those individuals from diverse ethnic and socioeconomic backgrounds.

Kroshus, E., & Davoren, A. K. (2016). Mental health and substance use of sexual minority college athletes. *Journal of American College Health, 64*(5), 371-379.

While some aspects of heterosexist sport culture are slowly dissipating, sexual minority athletes are still marginalized and stigmatized. In addition to frequently experiencing mental health concerns, sexual minority individuals are more likely to engage in frequent alcohol consumption, tobacco, and illegal drug use. The following study examined sexual minority college student-athletes in comparison with heterosexual student-athletes to assess mental health and substance use. 196,872 undergraduate students from the Fall 2008-Fall 2012 National College Health Assessment were used in this study. Chi-square analysis and logistic regression found that sexual minority student-athletes had a higher risk of mental health difficulties compared to heterosexual student-athletes. Substance use was greater among sexual minority students, both athletic and nonathletic, and was mediate by mental health.

Krieger, H., Serrano, S., & Neighbors, C. (2017). The role of self-efficacy for bystander helping behaviors in risky alcohol situations. *Journal of College Student Development, 58*(3), 451-456. doi:10.1353/csd.2017.0033

The authors examined the impact of self-efficacy on bystanders intervening in risky alcohol situations. This study was guided by the following hypotheses: (a) An increase in self-efficacy with prior intervention experience will be related to an increased chance of bystander intervention, (b) participants who have a history of intervening in alcohol situations will have a higher self-efficacy related to future interventions, and (c) self-efficacy would serve as a moderator between previous interventions and potential future interventions. Results suggested that self-efficacy was a moderator between previous and future interventions in an alcohol-related risky situation. This also requires the individual to identify the situation as an emergent situation that would warrant an intervention. An important finding in this study is that prior experience in intervening in alcohol-related situations was positively related to self-efficacy in intervention. Implications from these findings propose that providing scenarios that allow students to hypothetically experience what a risky alcohol-related situation would be like so there is an opportunity to increase their self-efficacy and the likelihood of potential future intervention.

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

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

Krumrei-Mancuso, E. J., Newton, F. B., Kim, E., & Wilcox, D. (2013). Psychosocial factors predicting first-year college student success. *Journal of College Student Development, 54*(3), 247-266.

This study rounded out the college student success literature by examining a model of potentially relevant psychosocial factors. This seemed important since non-academic factors are so well-established contributors to student adjustment. First-semester GPA was predicted by academic self-efficacy and attention. Further first-semester GPA was a mediation between these 2 variables, and academic self-efficacy was especially important, even in predicting end of the year GPA. Additional factors such as overall college life satisfaction, stress and time management, campus activity levels and emotional satisfaction with the academic experience all were salient to the discussion of first-year success.

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

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

Kurash, C., & Schaul, J. (2006). Integrating mindfulness meditation within a university counseling center setting. *Journal of College Student Psychotherapy, 20*(3), 53-67.

This paper documents the development and incorporation of meditation training within a university counseling center. The elements of the meditation training and relevance to psychotherapy training are explored.

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

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

LaBrie, J.W., Kenney, S.R., Lac, A., Garcia, J.A., & Ferraiolo, P. (2009). Mental and social health impacts the use of protective behavioral strategies in reducing risky drinking and alcohol consequences. *Journal of College Student Development, 50* (1), 35-49.

The authors of this study investigated the potential moderating effects of mental and social health status on the relationship between protective behaviors and alcohol use as well as alcohol-related negative consequences. Participants were first-year female undergraduate students at a mid-sized private university who affirmed that they had consumed alcohol within the past 30 days. Findings revealed that protective behaviors were particularly effective in reducing both alcohol consumption and related risks among participants reporting lower mental health as compared to higher mental health. Participants with higher social health who utilized protective behaviors consumed significantly fewer maximum drinks per occasion than did peers who also employed protective behaviors but reported lower social health.

LaBrie, J. W., & Cali, J. (2011). Parental interaction with college students: The moderating effect of parental conflict on the influence of perceived peer norms on drinking during the transition to college. *Journal of College Student Development, 52(5), 610-621.*

This study examined college student general contacts with parents on alcohol drinking during the first-year transition. For female students, the authors found that more frequent mother-daughter interactions were associated with reduced drinking, and that contact with mother seemed to moderate peer influences. By comparison, father-daughter contact did not have these associations. Neither father or mother contacts were associated with male drinking. The implications for practice of a relationship between mother-daughter contacts and alcohol in college women is explored.

Lacour, M.A.M., & Carter, E.F. (2002). Challenges of referral decisions in college counseling. *Journal of College Student Psychotherapy, 17(2), 39-52.*

This review of the limited literature related to off-campus referrals describes some consistent themes. Some of the obstacles to making referrals for clients to off-campus practitioners are discussed.

Ladner, J. M., Schulenberg, S. E., Smith, C. V., & Dunaway, M. H. (2011). Assessing AD/HD in college students: Psychometric properties of the Barkley Self-Report Form. *Measurement and Evaluation in Counseling and Development, 44(4), 215-224.* <http://dx.doi.org/10.1177/0748175611417879>

This study investigated the psychometric properties of the Barkley Current Symptoms Scale (BCSS) which is an instrument that was designed for the purpose of assessing Attention Deficit Hyperactivity Disorder (ADHD). Researchers sought to measure the utility of the BCSS for assessing ADHD among 643 university students. Results indicated that BCSS had a moderate to high degree of internal consistency. Cronbach's alpha for the hyperactivity/impulsivity sub-scale was .82, the inattention sub-scale was .88, and the overall scale was .91. The convergent validity of the BCSS was supported as participants' scores were significantly correlated with their scores on two established measures for assessing ADHD, the CAARS ($r = .87$) and the A-ADDES ($r = .83$). Researchers concluded that the BCSS was a valid and reliable instrument for assessing ADHD among college students. Implications for college counseling are discussed.

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.

Lambert, M.J., Smart, D.W., Campbell, M.P., Hawkins, E.J., Harmon, C., & Slade, K.L. (2004). Psychotherapy outcome as measured by the OQ-45, in African American, Asian/Pacific islander, Latino/a, and Native American clients compared with matched Caucasian clients. *Journal of College Student Psychotherapy, 19*, 17-29.

This study was undertaken as action research in an effort to determine if additional time and resources should be expended to train therapists in multicultural sensitivity as a means of improving ethnic minority treatment outcome. Participants were clients who received treatment at a private, western university. Archival data were utilized to assess treatment outcomes for ethnic minority clients who were matched with a Caucasian client. Each group of clients showed improvement over the course of therapy. No differences in outcomes were found between any ethnic group and its matched group of Caucasians.

Lambert, R.G., McCarthy, C.J, Gilbert, T., Sebree, M. & Steinley-Bumgarner, M. (2006). Validity evidence for the use of the preventive resources inventory with college students. *Measurement and Evaluation in Counseling and Development, 39*, 66-83.

One key to healthy living is to prevent stress whenever possible through proactive coping mechanisms. The purpose of this study was to provide situationally specific evidence for the reliability and validity of the scores obtained using the Preventative Resources Inventory (PRI). The PRI is an 82-item self-report measure designed to assess perceptions of one's ability to minimize or negate stress. Construct validity and reliability of the PRI's 3 primary scales was supported. A fourth, functions as a higher order factor.

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

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

Lampropoulos, G. K., Schneider, M. K., & Spengler, P. M. (2009). Predictors of early termination in a university counseling training clinic. *Journal of Counseling & Development, 87*(1), 36-46. <http://dx.doi.org/10.1002/j.1556-6678.2009.tb00547.x>

High client-dropout rates in counseling and psychotherapy are a significant problems in clinical practice. The purpose of this archival study was to identify client predictor variables that were related to increased dropout rates. Data was collected from 380 archival files of university students who had received counseling services in a university-based training clinic. Results revealed the following four-factor model for predicting client dropout rates: client age, income, perceived difficulty, and functional impairment. Recommendations for how college counselors can use this predictive model to increase client retention rates are discussed.

Lane, J. A. (2016). Attachment, well-being, and college senior concerns about the transition out of college. *Journal of College Counseling, 19*(3), 231-245. doi:10.1002/jocc.12046

This study examined the roles of attachment, psychological well-being, and life satisfaction in the attitudes of college seniors related to the transition out of college. Participants were drawn from a convenience sample of traditional-age college seniors enrolled at a medium-sized university in a suburban area of the Midwest. They completed the Experiences in Close Relationship Scale–Short Form, the World Health Organization Well-Being Index, the Satisfaction with Life Scale, and the Senior Concerns Survey–Short Form. A path analysis discovered significant mediation effects affecting career concerns and change and loss concerns.

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

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

Lang, B., Rosenberg, H., Lauritsen, K., Davis, A., & Cross, N. (2017). Psychometric evaluation of the Work Acceptance and Action Questionnaire for psychological flexibility modified for university students. *Journal of College Student Development, 58*(8), 1256-1260. doi:10.1353/csd.2017.0097.

From the clinical perspective of Acceptance and Commitment Therapy (ACT), psychological flexibility refer's to an individual's ability to maintain mindful awareness of his or her thoughts and emotions in the present moment while engaging in behaviors congruent with his or her values. This study reports on the statistical and practice evidence regarding an adaptation of one major measure of this construct for use with college and university students.

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 about 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.

Lantrip, C., Mazzetti, F., Grasso, J., Gill, S., Miller, J., Haner, M., & ... Awad, G. (2015). Ethnic identity and acculturative stress as mediators of depression in students of Asian descent. *Journal of College Counseling*, 18(2), 144-159. doi:10.1002/jocc.12011

The authors of this study explored three distinct components of ethnic identity (Exploration, Resolution, and Affirmation) as possible explanations for depression in college students of Asian descent. A convenience sample (N = 198) of self-identified undergraduates of Asian and European descent completed the Centers for Epidemiological Studies–Depression scale, the Acculturative Stress Measure, and the Ethnic Identity Scale. Participants of Asian descent reported significantly greater depression than did their peers of European descent. Asian students scored significantly higher on acculturative stress and significantly lower on positive feelings about their ethnic group membership (affirmation) and the degree to which they had resolved, or come to terms with, what their ethnicity means to them (resolution). Within the Asian group, affirmation and depression were inversely correlated, and this relationship was mediated by acculturative stress.

Lapan, R. T., & Poynton, T. A. (2020). Surviving toward college graduation. *Journal of Counseling & Development*, 98(4), 412–422.

This longitudinal study examined the person, behavior, and environmental (PBE) factors that influenced graduating high school seniors' decisions at three critical college-going transitions spanning from the decision to attend college and returning to the same college a year later as a retained student. Results showed that different PBE factors had prominent roles at different transition points and positive supportive roles at others. Additionally, establishing personal goals to attain post-secondary education, demonstrating a record of academic achievement, and being actively engaged in the college application process provided consistent support across the three transitional periods.

Lapsley, D.K. & Edgerton, J. (2002). Separation-individuation, adult attachment style, and college adjustment. *Journal of Counseling and Development*, 80, 484-492.

This study investigated the relationship between separation-individuation, adult attachment styles, and college adjustment. College adjustment was positively associated with secure adult attachment and counter-indicated by fearful and preoccupied attachments. This study adds to the literature that attests to the importance of conflictual independence for successful adaptation in early adulthood.

Larson, L.M., Wei, M., Wu, T.F., Borgen, F.H., & Bailey, D.C. (2007). Discriminating among educational majors and career aspirations in Taiwanese undergraduates: The contributions of personality and self-efficacy. *Journal of Counseling Psychology*, 54(4), 395-408.

This study examined the incremental effects of personality and self-efficacy in differentiating among Taiwanese major fields of study and their career aspirations. A convenience sample of Taiwanese students attending one of four Taiwanese universities was surveyed using a variety of career and personality inventories. Results indicated that personality and vocational confidence played an important role in predicting major and career aspirations.

Lau, E.Y.H., Chan, K.K.S., & Lam, C.B. (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 hypothesized social support from family and peers has a negative correlation with stress, and a positive correlation with academic competence and other academic metrics. 418 first year college students with a majority of female participants (65%) were asked to fill out several instruments, all assessing social support, self-esteem, educational aspiration, and academic competence and social acceptance. Predictably, the authors state, first year students with greater social support also report better adjustment outcomes overall.

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.

Laudet, A. B., Harris, K., Kimball, T., Winters, K. C., & Moberg, D. P. (2016). In college and in recovery: Reasons for joining a collegiate recovery program. *Journal of American College Health*, 64(3), 238-246.

Recovery occurs when substance use is reduced or ceased to improve healthy functioning and quality of life. College has been described as “an abstinence hostile context” as there are high rates of substance use on college campuses that can pose a threat to recovery. The Collegiate Recovery Program (CRP) was created in response to the need for support for college students who have a history of substance use disorder (SUD). The authors of this study examined students’ reasons for joining a CRP. Of the study participants, 80% stated they joined a CRP because they wanted or needed a recovery supportive peer network. Of that 80%, 23% stressed the importance of same-age peers. A second theme that emerged was wanting to “do college sober” (integrating school and recovery) which was stated by 30% of participants. A third theme of wanting to give back and help others in recovery was cited by 14% of participants. Other reasons for participation included recommendation by a friend/peer/professional and financial and academic benefits associated with a CRP.

Laughrea, K. (2002). Alienated Family Relationship Scale: Validation with young adults. *Journal of College Student Psychotherapy, 17, 37- 48.*

The goal of this pilot study was to validate the three parts of the Alienated Family Relationship Scale (AFRS). Participants were Canadian undergraduate students who were enrolled at a Canadian university. Results suggested good reliability, as well as convergent and construct validity for this instrument.

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

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

Laux, D. (2000). The courage to heal: Metaphor and the recovery of the self. *Journal of College Student Psychotherapy, 15(2), 3-10.*

The author describes her personal, emotional experiences in psychotherapy and the attributes of her empathic therapist that were most positive and influential to her recovery.

Laux, J.M., Salyers, K.M., Kotova, E. (2005). A psychometric evaluation of the SASSI-3 in a college sample. *Journal of College Counseling,8, 41-51.*

Thirty-one percent of student receiving services in college counseling centers meet criteria for alcohol abuse; 6% meet criteria for alcohol dependence. The four alcohol screening instruments used most frequently on college campuses are: the Michigan Alcohol Screening Test (MAST; Selzer, 1971), the CAGE (Ewing, 1984); Mayfield, McLeod, &Hall, 1974), the MacAndrew Alcoholism Scale-Revised (Mac-R; MacAndrew, 1965) and the Substance Abuse Screening Inventory 3 (SASSI-3; F.G. Miller & Lazowski, 1999). This article reports the results of an investigation of the SASSI-3's psychometric properties in a college sample Results indicate that the SASSI-3's psychometrics are equal to or exceed those of each of the other instruments.

Lawe, C.F., Penick, J.M., Raskin, J.D., & Raymond, V.V. (1999). Influences on decisions to refer at university counseling centers. *Journal of College Student Psychotherapy, 14*(1), 59-67.

This study addresses the process of making referrals in university counseling centers. Covered are related ethical issues, method of referral, and the results of a survey of counseling centers to investigate influences to decisions to refer. Results of the survey indicated that application of the centers criteria for referral decisions was applied consistently.

Lee, D., Olson, E. A., Locke, B., Michelson, S. T., & Odes, E. (2009). The effects of college counseling services on academic performance and retention. *Journal of College Student Development, 50*(3), 305-319.

This study examined the records of more than 10,000 college first-year and transfer students. The authors report that counseling center experiences were significantly associated with retention, where those receiving counseling were more likely to stay in college; further, individual plus group counseling had the best effects. Although counseling was related to retention, it was not related to academic performance when precollege academics were factored in.

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.

Lee, J. & Pistole, M. C. (2012). Predictors of Satisfaction in geographically close and long-distance relationships. *Journal of Counseling Psychology, 59* (2), 303-313.

Research has indicated that both geographically close relationships and long distance relationships are satisfying. This study examined 536 college students' relationship satisfaction for both geographically close relationships (GCR) and long-distance relationships (LDR). The study measured the students' attachment in relationships, their self-disclosure, gossip, idealization, and relationship satisfaction. The results indicated that the two types of relationships were not equivalent. For instance, self-disclosure was positively associated with idealization in GCR and negatively associated in LDR. The two types of relationships had some

similarities as well. For example, people with higher insecure attachment disclosed less to their partner for both relationships. Implications are discussed.

Lee, J. Y., & Shin, Y. J. (2019). Experience in close relationships scale—short version (ECR–S) validation with Korean college students. *Measurement and Evaluation in Counseling and Development*, 52(2), 119-127.

The Experience in Close Relationships (ECR) scale was developed to measure continuous attachment dimensions and has strong psychometric properties. This study sought to validate the ECR short form version in Korean college students. Following confirmatory factor analysis, one item from the attachment avoidance subscale was deleted. Results suggest that the ECR-S demonstrates acceptable internal consistency and construct validity for this population.

Lee, R.M., Keough, K.A., & Sexton, J.D. (2002). Social connectedness, social appraisal, and perceived stress in college women and men. *Journal of Counseling and Development*, 80, 355-361.

This study examined the effects of social connectedness, social appraisal of the campus climate and perceived stress of college men and women. For this sample of 214 undergraduates who attended a large southwestern university, social connectedness for women was significantly correlated with social appraisal and perceived stress. The negative effect of social connectedness on perceived stress was mediated by negative social appraisals. For men, the results indicate that men who reported more negative social appraisals also reported less stress. Implications are provided for student affairs and counseling center staff working with students claiming to be disconnected from campus life. Student affairs staff should continue to provide preventative programs that facilitate social connectedness on campus. Counselors who work with students who report a lack of connectedness should remember that social connectedness refers to one's subjective sense of interpersonal closeness with the social world and not necessarily to the quantity of one's existing social network.

Lee, R.M. & Robbins, S.B. (2000). Understanding social connectedness in college women and men. *Journal of Counseling and Development*, 78, 484-491.

Social connectedness is defined as an aspect of the self that reflects subjective awareness of interpersonal closeness with the social world. The authors' review of current research suggested that women and men both value social connectedness, but that there may be differences in the types of relationships that each pursues. The purpose of this study was to identify these differences for college women and men. Their hypothesis, which was supported by their research using 387 undergraduate students at a large, southeastern university, was that men based their social connectedness on relationships that emphasize forms of social comparison, e.g., ones that validate self-worth, social integration, and guidance. On the other hand women appear to base their connectedness on relationships that emphasize forms of intimacy and physical proximity, e.g., attachment, reliable alliance and opportunity for nurturance. Counselors can use this information when planning interventions for their male and female clients.

Lee, R.W., Caruso, M.E., Goins, S.E. & Southerland, J.P. (2003). Addressing sexual assault on college campuses: Guidelines for a prevention/awareness week. *Journal of College Counseling, 6, 14-23.*

The purpose of this article was to provide an outline of a weeklong prevention program that is designed to educate students about sexual assault issues. Rationale for such a program, funding issues, programming ideas, marketing and organizational considerations are discussed.

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

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

Leenars, L., & Lester, D. (2011). Indirect aggression and victimization are positively associated with emerging adulthood: The psychological functioning of indirect aggressors and victims. *Journal of College Student Development, 52, 62-76.*

This article reports on a sequence of 2 research studies examining indirect aggression factors among indirect aggressors as well as victims. Indirect violence aggressors were found to often also be victims. Further, higher scores for anger discomfort, silencing the self, and other factors were associated with being either an aggressor and with being a victim.

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

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

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

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

Leonard, M.Q. (2002). An outreach framework for retaining nontraditional students at open-admissions Institutions. *Journal of College Counseling, 5,* 60-73.

How can counseling professionals provide the support necessary for the growing number of nontraditional students who are attending open-admissions institutions? The author first describes a variety of models and interventions that have worked and concludes that their efficacy depends upon the size, type and composition of the institution. She then describes an outreach framework that uses counseling and social work methods and provides the means for comprehensive student interventions.

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.

Levesque, C., Lafontaine, M-F., Caron, A., & Fitzpatrick, J. (2014). Validation of the English version of the dyadic coping inventory. *Measurement & Evaluation in Counseling & Development, 47*(3), 215-225. doi: 10.1177/0748175614522272

Recent research has found a relationship between romantic relationships and dyadic coping, indicating that individuals who lack the dyadic coping skills to effectively manage stress experience negative effects on their relationships. Negative effects include lower levels of relationship satisfaction and higher rates of separation and/or divorce. The purpose of this study was to validate the English version of the German Dyadic Coping Inventory. Participants included 709 heterosexual university students. The English version was found to be a reliable and valid measure of dyadic coping.

Levy, J.J., Thompson-Leonardelli, K., Smith, N.G., & Coleman, M.N. (2005). Attrition after intake at a university counseling center: Relationship among client race, problem type, and time on a waiting list. *Journal of College Counseling, 8*(2), 107-117.

This study examined the effect of three variables (race, presenting problem type, and length of time on a waiting list) and the interaction of these variables on attrition after intake at a university counseling center. Archival data from a mid-Atlantic university counseling center were examined for all persons who completed an initial intake over the span of approximately six years. Similar to findings of previous researchers, results of the analysis indicated that the majority of clients returned to counseling regardless of time on a waiting list. However, African American clients were less likely than were European American clients to return for recommended counseling after initial intake, and clients who waited longer than 3 weeks were less likely to return for counseling than were clients who waited 3 weeks or less.

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

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

Lee, C.L. (2005). Chapter 3: Evidenced-based treatment of depression in the college population. *Journal of College Student Psychotherapy, 20*(1), 23-31.

This review summarizes evidence-based treatment for depression, including clinically important factors and variables, within the college and university population.

Lee, C. S., Anderson, J. R., & K.-D., B. (2016). Potentially traumatic experiences, academic performance, and psychological distress: The role of shame. *Journal of Counseling & Development, 94*(1), 41-50. doi: 10.1002/jcad.12060

This study investigated the relationship between past traumatic events and levels of shame, satisfaction with academic performance, and psychological distress. Shame was categorized into characterological and bodily, as it is a multidimensional construct. Participants in this study included 245 college students in Mainland China. Results indicate that there is a direct relationship between the number of traumatic events experienced and depressive symptoms, as well as academic performance. Counselors may find the implications of this research to be helpful when working with college students who have experienced trauma.

Lee, D.-g., & Park, H.-j. (2011). Cross-cultural validity of the Frost Multidimensional Perfectionism Scale in Korea. *The Counseling Psychologist, 39*(2), 320-345. <http://dx.doi.org/10.1177/0011000010365910>

This study investigated the cross-cultural application of the Frost Multidimensional Perfectionism Scale (F-MPS) and the presence of adaptive perfectionists, maladaptive perfectionists, and non-perfectionists. Participants were 213 college students attending a

university in South Korea. The results of a factor analysis did not confirm the original six factors of the F-MPS. Findings from exploratory and parallel analyses indicated the following five factors among Korean participants: concern over mistakes, organization, parental high standards, personal standards, and doubts about actions. Implications for the cross-cultural generalizability of the F-MPS are discussed.

Lee, D. S. & Padilla, A. M. (2014). Acculturative stress and coping: Gender differences among Korean and Korean American university students. *Journal of College Student Development, 55*(3), 243-262. doi:10.1353/csd.2014.0025

The authors utilized a quantitative study approach and case study approach to examine the effects of acculturation patterns of students who identify as Korean or Korean American. This study aimed to answer the following research questions: (a) How do levels of acculturative stress compare among Korean men, Korean women, Korean American men, and Korean American women? (b) How do the members of the identified group cope with the stress of acculturation? Participants were first identified by his or her last name utilizing the school directory, then each eligible student was emailed and asked to participate in the study. A total of 86 participants completed the study, with participants being both undergraduate and graduate students. 43 total participants identified as Korean, and an additional 43 identified as Korean American. After the completion of the questionnaire, 5 students participated in follow-up interviews. The results suggested that Korean men experienced the highest level of acculturation stress, women experienced acculturation stress differently than men, and men and women experienced coping differently in response to the stress. Implications from this study suggest that college counselors should program more for Korean men on campus as the experience of Korean men depicts the need for more support.

Lee, J., & Shin, Y.-J. (2019). Experience in close relationships scale–Short version (ECR–S) validation with Korean college students. *Measurement & Evaluation in Counseling & Development, 52*(2), 119–127.

Previous research has established validity and reliability of the Experience in Close Relationships Scale- Revised (ECR-R) within Korean culture. However, no studies have examined the use of the Experience in Close Relationships Scale- Short Form (ECR-S) with this population, which could reduce respondent fatigue. This study aimed to validate the use of the ECR-S with Korean undergraduate students to provide researchers and practitioners with a more useful tool for measuring attachment constructs. Results demonstrated acceptable internal consistency and construct validity.

Lee, R.M. & Liu, H.T.T. (2001). Coping with intergenerational family conflict: Comparison of Asian-American, Hispanic, and European American college students. *Journal of Counseling Psychology, 48*(4), 410-419.

This comparative study examined intergenerational conflict among college students of different cultural groups and their parents. Asian- American, Hispanic, and Euro-American students enrolled at a large, public, Southwestern university. Asian American students reported the

highest likelihood of family conflict. Coping strategies use and their effectiveness at mediating psychological distress for each cultural group are discussed.

Lee, R.M., Su, J., & Yoshida, E. (2005). Coping with intergenerational family conflict among Asian American college students. *Journal of Counseling Psychology*, 52(3), 389-399.

The authors of this study hypothesized that two coping strategies problem solving and social support seeking would differentially moderate the effects of intergenerational family conflict on well-being and adjustment in a convenience sample of Asian American college students enrolled at a large, public Midwestern university. Results indicated that social support buffered the effects of family conflict on positive affect and somatic distress. Problem-solving coping served as a buffer on positive affect when family conflict was low and a negative effect when family conflict was high.

Lee, R.M. & Yoo, H.C. (2004). Structure and measurement of ethnic identity for Asian American college students. *Journal of Counseling Psychology*, 51(2), 263-269.

The purpose of this study was to investigate the structure and measurement of ethnic identity using the Multigroup Ethnic Identity Measure (MEIM) on a diverse sample of Asian American college students enrolled at large, public universities in California and Texas. The authors identified a 3-factor structure of the MEIM composed of Cognitive Clarity, Affective Pride, and Behavioral Engagement that demonstrated acceptable reliability and construct validity with some initial evidence for differential concurrent validity on 2 measures of well-being.

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.

Lefevor, G. T., Boyd-Rogers, C. C., Sprague, B. M., & Janis, R. A. (2019). Health disparities between genderqueer, transgender, and cisgender individuals: An extension of minority stress theory. *Journal of Counseling Psychology*, 66(4), 385-395.

This study sought to increase the research literature regarding the experiences of minority stress for those who identify outside of the gender binary. A sample of 892 college students who identified outside of the gender binary was taken from the Center for Collegiate Mental Health 2012-2016 database. Analyses were conducted to examine differences between cisgender, transgender, and queergender individuals. Results indicated that individuals who identify outside

the gender binary experience more discrimination, victimization, poor mental health outcomes, and suicidality or self-harm compared to transgender and cisgender men and women. Additionally, lack of knowledge about queergender experiences and pronouns, poor access to legal and medical resources, and systemic discrimination may contribute to these trends.

Lenk, K. M., Nelson, T. F., Erickson, D. J., & Toomey, T. L. (2015). How are 2-year colleges addressing student alcohol use and related problems? *Journal of College Student Development*, 56(4), 380-385. doi:10.1353/csd.2015.0036

This study investigated the services and resources available to students who attend a 2-year institution. Authors of this study utilized a list of 1,413 2-year institutions that were accredited by the American Council on Education (ACE), and who were also listed in the 2008 College Handbook, which brought the sample pool to 201. Participants for this study were the highest-ranking official on each campus, and the goal was to have one participant from each institution and resulted in a total of 106 participants representing 36 states. Data was gathered through an electronic survey that was emailed to the participant to complete. Results suggested that almost every participant indicated that student alcohol use presented a problem on their campus. The majority of the participants stated that a screening for alcohol use issues was completed retroactively in response to a student incident already involving alcohol. Only 12% of the representatives indicated that their institution offered some type of alcohol intervention program for students. And only 10% of participating institutions provided formal treatment for students who are identified as having a problem with alcohol use. Roughly 63% of the institutions did not require alcohol educational programming for all students. Results also indicated that there were varied responses as to the regulation of alcohol use on campus for students; some varied on age, others varied on locations on campus, required permits, and few institutions (3%) prohibited alcohol use altogether on campus. Implications for this study suggest proactive educational programming surrounding alcohol consumption, and preventative screenings to occur before students are found in violation of campus alcohol use policies. Further, campus policies relating to alcohol use should be enforced consistently on campus for the policies to have the intended impact. Universities can also encourage various offices on campus (e.g. student health center and the counseling center) to work together in programmatic and screening efforts across campus.

Lent, R.W., Brown, S.D., Sheu, H.B., Schmidt, J., Brenner, B.R., Gloster, C.S., Wilkins, G., Schmidt, L.C., Lyons, H., & Treistman, D. (2005). Social cognitive predictors of academic interests and goals in engineering: Utility for women and students at historically Black universities. *Journal of Counseling Psychology*, 52(1), 84-92.

Social Cognitive Career Theory (SCCT) relates person, environmental and behavioral variables that are assumed to give rise to academic and career-related interests, choices, and performance - efficacy and outcome expectations. This study examined the utility of SCCT in predicting engineering interests and major choice goals among women and men attending two HCBUs and one PWI in the Eastern region of the U.S. Findings indicated that the SCCT-based model of interest and choice goals produced good fit to the data across gender and university type.

Lenz, S. A. (2014). Mediating effects of relationships with mentors on college adjustment. *Journal of College Counseling, 17*(3), 195-207. doi:10.1002/j.2161-1882.2014.00057.x

Relational health depicts optimum functioning occurring through meaningful connections with individuals and the cultural context that they live in. This study examined the relationship between student adjustment to college and relational health with peers. A convenience sample of 80 undergraduate freshman students enrolled in an introductory writing composition course at a large 4-year university in the mid-south United States completed the Student Adaptation to College Questionnaire and the Relational Health Indices. Results indicated that the quality of relationship with a mentor was a stronger predictor of academic and overall adjustment to a greater degree when compared with the quality of relationships with peers and the community.

Lenz, A. S., Holman, R. L., Lancaster, C., & Gotay, S. G. (2016). Effects of relational authenticity on adjustment to college. *Journal of College Counseling, 19*(1), 2-16. doi:10.1002/jocc.12027

The authors of this study examined the association between relational health and student adjustment to college. Data were collected from a convenience sample of 138 undergraduate students completing their 1st semester at a large university in the mid-southern United States. Participants completed the Student Adaptation to College Questionnaire (SACQ) and the Relational Health Indices (RHI) Regression analysis indicated that higher levels of relational authenticity were a predictor of success during the 1st semester; no significant findings were detected for relationships between relational empowerment and engagement constructs and adjustment.

Leone, J. M., & Carroll, J. M. (2016). Victimization and suicidality among female college students. *Journal of American College Health, 64*(6), 421-428.

Female victims of sexual assault and other forms of interpersonal violence are less likely to receive support and mental health care. In noncollege student samples, significant links have been identified between interpersonal victimization and suicidality. The following study examined the predictive role of victimization in suicidality among college women. The sample consisted of 258 female respondents of the American College Health Association National College Health Assessment II. After controlling for psychological related variables, college women who reported emotional, physical, or sexual victimization had more than eight times the odds of suicidality when compared to those who reported no victimization. Thus, there is support for a link between victimization and risk of suicidality among female college students.

Leon, D.T., & Rotunda, R.J. (2000). Contrasting case studies of frequent internet use: Is it pathological or adaptive? *Journal of College Student Psychotherapy, 14*(4), 9-17.

First, the authors review evidence of the negative impact computer and Internet technology may have among some individuals. Interviews with two self-identified frequent Internet users are presented. These cases illustrate how interactive technologies engage users psychologically and how this use may prompt both adaptive and maladaptive behaviors among college students.

Lester, R. & Petrie, T.A. (1998). Physical, psychological, and societal correlates of bulimic symptomatology among African-American college women. *Journal of Counseling Psychology*, 45(3), 315-321.

The relationship between physical, psychological, and societal correlates of eating disorders were the focus of this study. The authors examined the relationship between bulimic symptomatology and body mass, body satisfaction, depression, self-esteem, internalization of U.S. societal values concerning attractiveness, and identification with White culture. Of these independent variables only body mass, body dissatisfaction, and low self-esteem were significantly related to bulimic symptomatology, accounting for 29% of the variance for a sample of African American college women who attended two large, predominantly White, southwestern universities and one predominantly White, southwestern junior college.

Leung, S.A., Guo, L., & Larn, M.P. (2000). The development of counseling psychology in higher educational institutions in China: Present conditions and needs, future challenges. *The Counseling Psychologist*, 28(1),81-99. doi: 10.1177/0011000000281005

Data collected from a relatively small convenience sample of participants in a training workshop describes the state of counseling at institutions of higher education in China. The results suggested that most counselors had received little formal training and counseling was often done in the context of political and thought education. Respondents perceived themselves as needing more training in practical counseling skills, and limited resources to support their work.

Levant, R. F., Hall, R. J., & Rankin, T. J. (2013). Male Role Norms Inventory-Short Form(MRNI-SF): Development, confirmatory factor analytic investigation of structure and measurement invariance across gender. *Journal of Counseling Psychology*, 60 (2), 228-238.

The authors developed and tested a short form of the Male Role Norms Inventory Revised (MRNI-R). The MRNI-Short Form (MRNI-SF) has 21 items measuring traditional masculinity ideology. Factor analysis provides evidence for reliability and validity of the instrument. The MRNI-SF overcomes limitations of other masculinity ideology measures. Implications are discussed.

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

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

Levin, M. E., Pistorello, J., Seeley, J. R., & Hayes, S. C. (2014). Feasibility of a prototype web-based acceptance and commitment therapy prevention program for college students. *Journal of American College Health, 62*(1), 20-30.

While there are many targeted interventions for specific disorders within the college student population, it is not common to see multiple various interventions on a single campus as this can prove to be complex, costly, and overburden students. Web-based transdiagnostic programs that address a range of mental health problems may help in targeting shared risk factors. Acceptance and commitment therapy (ACT) can address factors such as psychological flexibility and experiential avoidance to improve a range of psychological problems. The authors of this study examined the feasibility of a prototype Web-based ACT program for preventing mental health problems in college students. The goal was to evaluate if the cost and effort of developing a full program was worthwhile. Results indicated the program may be acceptable and impactful with college freshmen. High program utilization and system usability was found. Improvements were found for ACT knowledge, education values, and depression. The ACT group experienced decreased depression and anxiety. On all outcome and process measures, improvements were found from baseline to 3-week follow-up in the ACT group.

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.

Levitt, D.H., (2004). Drive for thinness and fear of fat among college women: Implications for practice and assessment. *Journal of College Counseling, 7, 109-117.*

The purpose of this article was to explore how both drive for thinness and fear of fat may be addressed in counseling college women. A pilot study is described that used a preliminary instrument to measure these constructs as an example of how counselors may assess drive thinness and fear of fat.

Levy, B., & Swanson, J.E. (2008). Clinical assessment of Dissociative Identity Disorder among college counseling clients. *Journal of College Counseling, 14*(4), 73-77.

This article reviews Dissociative Identity Disorder diagnostic criteria, introduces assessment strategies useable during intake and subsequent counseling sessions and present case illustrations.

Lewis, J., & Young, J.S. (2000). The relationship of moral reasoning style to counselor expression of empathy. *Journal of College Counseling*, 3(2), 113-122.

There is support in the literature for the notion that high levels of counselor empathy are strongly related to measures of positive therapeutic outcome. Research evidence also suggests that high levels of moral development are positively correlated with high levels of empathy. This study was designed to investigate whether significant differences existed in the ability of counselors-in-training to communicate empathically with clients whose moral reasoning style is similar or dissimilar to their own. A convenience sample of participants was undergraduate educational psychology students and graduate counselors-in-training who were enrolled at a midsize southern public university. Participants provided demographic information and responded to a series of eight vignettes consisting of client statements. Half represented care-oriented moral reasoning style and half to represent justice-orientation style. Participant responses to the vignettes were scored using the Empathic Understanding Scale and the Measure of Moral Orientation. Results suggested that counselors' styles of moral reasoning have no significant impact on their ability to respond empathically to clients of either their own or differing moral reasoning style.

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.

Lewis, T.F. & Clemens, E. (2008). The influence of social norms on college student alcohol and marijuana use. *Journal of College Counseling* 11, 19-31.

The authors report the results of a preliminary study that was designed to clarify which gender-specific social norms have the greatest influence on college student drinking behavior and the use of marijuana. The subject group was a convenience sample of undergraduates attending a medium sized university in the Southeast. The Alcohol and Other Drug Survey was used to collect data. The results support previous research that personal alcohol use is more strongly associated with close-knit, proximal peer norms as compared with distal peer norms. Findings from this study support a similar proximal peer influence on frequency of marijuana usage.

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

A pilot study examining holistic Wellness factors and drinking behaviors among undergraduate students revealed several significant relationships among a convenience sample of undergraduate students attending a medium-sized southern U.S. university. Two second-order

Wellness factors of the Indivisible Self model of Wellness—Coping Self and Essential Self—were negatively associated with both alcohol use intensity and drinking consequences.

Lewis, T. F., & Wahesh, E. (2015). Perceived norms and marijuana use at historically Black colleges and universities. *Journal of College Counseling, 18*(2), 130-143. doi:10.1002/jocc.12010

The authors investigated the extent of marijuana use on an HBCU campus and correlate with engaging in marijuana use within the past 30 days and whether marijuana use is largely a function of social norms or merely an artifact of selected sociodemographic variables and the perceived risk related to drug use. Participants (N= 212) were undergraduate students attending a medium-sized HBCU in the southern United States who completed the Alcohol and Other Drug Survey. Findings indicated that the age of first marijuana use is a risk factor for engaging in marijuana use and perception of use by closest friend and drinking and driving were associated with marijuana use by participants.

Lewis, T. & Wahesh, E. (2017). When college students look after themselves: Self-care practices and well-being. *Journal of Student Affairs Research and Practice, 54*(4), 388-399. doi:/10.1080/19496591.2017.13385

Alcohol consumption on college campuses continues to pose different concerns and risks for college students. The authors sought to understand the differences between first generation college students (FGCS) and continuing generation college students (CGCS). In this study, drinking motives of FGCS and CGCS are examined. Authors were guided by the following research question: Are drinking motives and alcohol use impacted by students' sex and generations status? Researchers used a convenience sample across 22 different classrooms of a mid-sized public institution. A total sample of 483 participants engaged in the study. Although different variables were compared, significant results were found for drinking as a way of coping and negative alcohol-related consequences. FGCS females and CGCS males were found to have lower levels of drinking motives for coping, whereas FGCS males and CGCS females reported higher levels. Additionally, FGCS females and CGCS males reported lower alcohol-related consequences than FGCS males and CGCS females. Further, the results suggest that the most at-risk group of students are FGCS males as it related to drinking motives and consequences faced from alcohol use. Implications suggest that student affairs professionals can provide population-specific programming for this population when utilizing educational and prevention models. Next, counseling services can be tailored to address the stressors that FGCS face when entering the college environment.

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

China has just recently started implementing peer health education programs at their universities. This article surveyed 30 peer educators at a Chinese university evaluating the peer education program and the student perceptions of the program. Overall, the program had a positive evaluation by both peer educators and students. About one-quarter of the students indicated they

would contact a peer educator. Western peer educators typically focus on drug abuse and binge drinking while the Chinese educators focused more on safer sex, mental health, physical activity, and perceived diet. The authors concluded that although the peer education program was a success, cultural adaptations will be required for improving the effectiveness of the program.

Li, M., Eschenauer, R., & Persaud, V. (2018) Between avoidance and problem solving: Resilience, self-efficacy, and social support seeking. *Journal of Counseling & Development, 96(2), 132-143.*

Problem solving and avoidance are two common coping strategies that individuals apply to stressful situations and events. Problem solving is a positive coping strategy that supports mental health and avoidance tends to have a negative effect on mental health. Researchers explored resilience, self-efficacy, and social support-seeking as mediators between stress and problem solving and then as moderators buffering the effect of stress on avoidance. Participants in this study were 220 college students. The study found that resilience and self-efficacy significantly influenced problem solving and that social support reduced levels of avoidance.

Li, L.C. & Kim, B.S.K. (2004). Effects of counseling style and client adherence to Asian cultural values on counseling process with Asian American college students. *Journal of Counseling Psychology, 51(2), 158-167.*

This study sought to expand upon previous research related to the effect counseling style with clients of differing levels of adherence to Asian cultural values. Volunteer clients were Asian American students at a large mid-Atlantic university and were assigned to a counseling session with a European American female counselor who employed either a directive or a nondirective style. Clients in the directive counseling condition rated the counselor as being more empathic and cross-culturally competent and reported stronger client-counselor working alliance and greater session depth than did those clients in the nondirective condition.

Li, M. & Yang, Y. (2016). A cross-cultural study on a resilience-stress path model for college students. *Journal of Counseling & Development, 94(3), 319-332.* doi: 10.1002/jcad.12088

Active coping strategies impact a person's ability to adapt and their mental health wellbeing. This study explored college students' coping strategies across three countries: the United States, China, and Taiwan. Researchers identified factors that influenced active coping across countries, looked for consistency across countries in patterns of influence of set variables (i.e., stress, trait resilience, self-efficacy), and explored the differences in relationships of the set variables across the countries. Similar relationships among stress, self-efficacy, trait resilience, secure attachment, and active coping were found among all three samples.

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

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

Li, S. T., Albert, A. B. & Dwelle, D. G. (2014). Parental and peer support as predictors of depression and self-esteem among college students. *Journal of College Student Development, 55*(2), 120-138. doi:10.1353/csd.2014.0015

These authors examined the ways in which peer bonds and parental bonds impacted self-esteem and depression as students transition to college. The following research questions were addressed: (a) Are parental and peer supports positively related to self-esteem? (b) Are parental and peer supports negatively related to depression? (c) Does peer support mediate the relationship between peer support and self-esteem and depression? (d) Does parental support predict greater peer attachment, and in turn predict psychological adjustment? All participants (N=197) were selected through purposeful sampling and met the following criteria: undergraduate students under the age of 21 and with a class status of first-year or second-year. The results suggested that peer support partially mediated the relationship between parental support and psychological adjustment. The research found that there was a difference when the attachment was reported by parents versus when it was reported by the students. And, research suggests that the mother reports and child reports of relational support was weakly correlated.

Li, Y., Lindsey, B.J., Yin, X., & Chen, W. (2012). A comparison of American and Chinese students' perceived stress, coping styles, and health promotion practices. *Journal of Student Affairs Research and Practice, 49*(2), 211–227.

The authors of this study examined the levels of perceived stress reported by convenience samples of Chinese and by American students and the coping strategies and related health practices for each group. Participants were undergraduate students from a Pacific Northwest university and a university located in eastern China. Both American and Chinese students with similar stress levels used strategies related to active coping, venting, positive reframing, religion, self-blame, and planning. American students reported using strategies related to self-distraction, substance use, emotional support, instrumental support, humor and acceptance more often than did their Chinese counterparts. Chinese students reported using strategies related to denial and behavioral disengagement more frequently.

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

222 Chinese international students participated in a study aimed at examining the frequency of past-year mental health issues and the correlation to Chinese international students in US universities. Social media was used to recruit 222 students, of whom the majority were female and graduate students. The majority of students reported anxiety and depression symptoms in

the past year prior to the study. Students were more likely to report these symptoms if they had not had a steady romantic partner, they were planning on going back to China within a year of graduation, stress about the plan to return home, and a lower rate of cultural humility in university officials.

Liao, H. Y., Rounds, J., & Klein, A. G. (2005). A test of Cramer's (1999) help-seeking model and acculturation effects with Asian and Asian American college students. *Journal of Counseling Psychology*, 52(3), 400-411.

Cramer's Help-Seeking Model (1999) explains college students' help-seeking behavior as a function of four psychological variables: attitude toward counseling; available social support; distress level; and self-concealment. This exploratory analysis examined the generalizability of Cramer's model for Asian and Asian American college students. The analysis involved two samples of college students (Asian and Whites) from a large, predominantly White, Midwestern university. The authors concluded that Cramer's model can be extended to Asian and Asian American college student populations.

Liao, K. Y.-H., & Weng, C.-Y. (2018). Gratefulness and subjective well-being: Social connectedness and presence of meaning as mediators. *Journal of Counseling Psychology*, 65(3), 383-393.

This study sought to address a gap in knowledge regarding the mechanisms underlying the association between gratefulness and well-being. The authors examined whether gratefulness would increase social connectedness and presence of meaning in life, which contribute to subjective well-being. Participants included 232 college students recruited from a Midwestern university. Online surveys measuring gratefulness, social connectedness, presence of meaning in life, life satisfaction, positive affect, and happiness were administered to students three months apart. Results suggest that increases in gratefulness predicted changes in social connectedness as well as presence of meaning in life, which predicted changes in subjective well-being.

Lidy, K.M., & Kahn, J.H. (2006). Personality as a predictor of first-semester adjustment to college: The mediational role of perceived social support. *Journal of College Counseling*, 9, 123-134.

The authors explored the relationships between personality, perceived social support, and college adjustment among first-semester college freshmen who were enrolled at a large, Midwestern, public university. Participants formed a convenience sample that completed the 16PF Fifth Edition, the Student Adaptation to College Questionnaire, and the Social Provisions Scale. Perceived social support was identified as a critical correlate with first semester student adjustment. Results of this study found that first year students with low emotional stability, low social boldness, and higher abstractedness are less likely to perceive having social support and thus more likely to experience difficulty in adjustment to college.

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.

Lightsey, Jr., O.R. & Hulsey, C.D. (2002). Impulsivity, coping, stress, and problem gambling among university students. *Journal of Counseling Psychology*, 49(2), 202-211.

The authors investigated how coping, stress and impulsivity interact to predict gambling behavior among college students. A convenience sample of graduate and undergraduate students who were attending a large, public, southern university completed a battery of instruments designed to provide data relevant to the purposes of the study. Among men only, impulsiveness, task coping and emotion coping accounted for significant variance. For higher task coping and lower emotion-focused coping, impulsiveness had a weaker relationship to gambling. Among non-impulsive men, emotion-focused coping in high stress conditions was most likely to result in gambling.

Lightsey, O. R., Jr., Wells, A. G., Wang, M.-C., Pietruszka, T., Çiftçi, A., & Stancil, B. (2009). Emotion-oriented coping, avoidance coping, and fear of pain as mediators of the relationship between positive affect, negative affect, and pain-related distress among African American and Caucasian college women. *The Counseling Psychologist*, 37(1), 116-146. <http://dx.doi.org/10.1177/0011000007312991>

Researchers investigated whether college women's emotionally oriented coping styles and fear of pain mediated the relationship between negative affect and Pain Related Distress (PD). Participants were 287 undergraduate female African American and Caucasian college students. Results revealed that fear of pain and emotionally oriented coping styles fully mediated the relationship between negative affect and PD for Caucasian women and partially mediated this relationship among African American women. Researchers concluded that the current study provides preliminary evidence for the hypothesis that reducing college women's reliance on emotional oriented coping and fears of pain might reduce PD.

Likis-Werle, E., & Borders, L. D. (2017). College women's experiences and perceptions of drinking: A phenomenological exploration. *Journal of College Counseling*, 20(2), 99-112. doi:10.1002/jocc.1206

The purpose of this study was to explore a fuller picture of how college women experience and perceive drinking situations. Participants were nine full-time female undergraduate students attending a midsized public university in the southeastern United States who completed the Alcohol Use Disorders Identification Test. A semi-structured questionnaire was used to collect data from the focus group. Women who identified as high-risk drinkers described drinking as a pleasurable experience and a necessary part

of the collegiate social experience but also indicated that their alcohol consumption tended to decrease as they became older and more mature. Low-risk drinkers in the focus group stressed their need to maintain control and that drinking could be fun without the necessity of getting drunk.

Lin, S.-P., & Betz, N. E. (2009). Factors related to the social self-efficacy of Chinese international students. *The Counseling Psychologist*, 37(3), 451-471. <http://dx.doi.org/10.1177/0011000009332474>

This study assessed the social self-efficacy ratings of 203 Chinese and Taiwanese international students when they were asked to envision themselves interacting with others while speaking English and while speaking their native languages. Results demonstrated that participants reported significantly higher levels self-efficacy when they were asked to imagine social interactions in their native language compared to English. Implications and recommendations for how counselors can help international students adjust to college life in the United States are discussed.

Lin, Y. (2014). College psychotherapy at a Taiwanese counseling center. *Journal of College Student Psychotherapy*, 28(1), 6-11. doi:10.1080/87568225.2013.824321

The author describes data collected at a Taiwanese university. The data describe clients of this center as a percentage of total student body, number and types of counseling center staff, presenting issues and other related descriptive information.

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.

Lindgren, K. P., Schacht, R. L., Pantalone, D. W., Blayney, J. A., & George, W. H. (2009). Sexual communication, sexual goals, and students’ transition to college: Implications for sexual assault, decision-making, and risky behaviors. *Journal of College Student Development*, 50(5), 491-503.

This qualitative study explored 29 students’ experiences pertaining to sexual communication and sexual goals, and the high school to college transition. Gender differences emerged in communicating sexual interest, with college men perceiving greater communication of sexualized interests than women intended to communicate. Men also focused more on casual sex goals, compared with women, who expressed more relationship goals and more emphasis on reputation. Gender similarities emerged in that both female and male students preferred indirect

nonverbal sexual communication, and both genders preferred the enhanced freedom to pursue sexual goals in the college environment.

Liao, H-Y., Spanierman, L. B., Harlow, A. J., Neville, H. A. (2017) Do Parents Matter? Examination of White College Students' Intergroup Experiences and Attitudes. *The Counseling Psychologist*, 45(2), 193-212

Studies have shown a strong association between children's racial attitudes and parents' messages about the meaning of race, racial prejudice, intergroup attitudes, and racial colorblindness. This study examined how non-Latino White parents' attitudes towards diversity related to their children's attitudes and intergroup experiences. The focus was specifically on college students. Data was drawn from a larger longitudinal study. Findings provided empirical support for the association between parental diversity attitudes and the intergroup experiences and attitudes of their young adult children. greater openness to, and appreciation of, diversity among parents was associated with their children's greater openness to, and appreciation of, diversity, lower levels of racial colorblindness, and greater likelihood of engaging in campus diversity experiences.

Lipson, S. K., Zhou, S., Wagner III, B., Beck, K., & Eisenberg, D. (2016). Major differences: Variations in undergraduate and graduate student mental health and treatment utilization across academic disciplines, *Journal of College Student Psychotherapy*, 30, (1), 23-41, doi: 10.1080/87568225.2016.1105657

This article reports on a study comprising a large random sample of undergraduate and graduate students (N = 64,519) at 81 campuses. Mental health needs such as depression, anxiety, suicidality, non-suicidal self-injury as well as help-seeking were explored across academic disciplines. According to the findings, students in the arts and humanities tended to present greater incidence of mental health needs than their peers in business and engineering majors. Implications for mental health approaches across campus are suggested.

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.

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.

Liu, S. R., Kia-Keating, M., & Modir, S. (2017). Hope and adjustment to college in the context of collective trauma. *Journal of American College Health*, 65(5), 323-330.

Because there has been an increase in incidents of campus violence and potentially traumatic events, it is important to understand how they impact student success and adjustment. Some research has suggested that following traumatic events, students may experience higher levels of posttraumatic stress symptoms (PTSS). Hope is often a protective factor for stressful life events and has been linked to academic achievement in college students. This study examined hope as an adaptive predictor of college adjustment for students over time in the context of collective trauma, including a school shooting. Depression was measured across two consecutive years at Y1 and Y2. Collective trauma happened between Y1 and Y2. Symptoms of baseline depression or PTSS at the outset of the first year was associated with increased risk for maladjustment by the end of the year. High baseline levels of hope provided enough of the model variance that initial symptoms were no longer statistically significant predictors.

Liu, S., & Wei, M. (2020). Cognitive flexibility, relativistic appreciation, and ethnocultural empathy among Chinese international students. *The Counseling Psychologist*, 48(4), 583–607.

This study explored the mediating effect of cognitive flexibility and the moderating effect of relativistic appreciation on the relationship between acculturative stress and ethnocultural empathy within Berry's (1997) framework. Participants included 199 Chinese international students recruited from two Midwestern U.S. universities. Results indicated that cognitive flexibility mediated the relationship between acculturative stress and ethnocultural empathy and that relativistic appreciation moderated the effects of acculturative stress on ethnocultural empathy. Implication for clinicians working with Chinese international students coping with acculturative stress are discussed.

Liu, T., Wong, Y. J., Tsai, P. C. (2016). Conditional mediation models of intersecting identities among female Asian international students. *The Counseling Psychologist*, 44(3), 411–441.

Female Asian international students experience a broad range of stereotypes directed at their different social identities, including gender, race, and country of origin. This study focused on the link between discrimination and life satisfaction among 216 female Asian international students. Types of discrimination, the pathways from perceived discrimination to life satisfaction, and the contexts of these pathways were explored. Results demonstrated that discrimination on basis of gender, race, and country or origin predicted decreased life satisfaction. Loneliness was found to mediate the relationship between gender, racial, and nationality discrimination and life satisfaction.

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

Researchers note that cocaine use is increasing in college students. In order to understand this phenomenon, the health records of a college campus psychiatric clinic were accessed to understand diagnostic sequencing and comorbidities common to those with cocaine use disorder. The study sought to understand if the primary mental health complaint was made at the same time, before, or after the onset of CUD. Of the 50 patients assessed, alcohol use disorder, anxiety, depression, and marijuana use were all comorbid with cocaine use disorder.

Livingston, W.G., Havice, P.A., Cawthon, T.W., & Fleming, D.S. (2011). Coming home: Student veterans’ articulation of college re-enrollment. *Journal of Student Affairs Research and Practice*, 48(3), 315–331.

The primary research question of this grounded theory study was: How do student veterans manage college re-enrollment after deployment, training, or self-induced military absence? Fifteen participants interviewed at one institution were less likely to seek academic support and more inclined to pursue social support in the form of associating with fellow veterans with whom they felt more comfortable. They downplayed or hid their veteran status from campus community members. Findings from this study are congruent with many elements of Schlossberg’s (1984) theory in regards to the uncertain and vulnerable nature of transitions. Participants discussed the confusion and uncertainty of navigating the higher education bureaucracy and their perception that the success of transition ultimately depends on an individual’s ability to adapt to a new system after experiencing a highly structured environment for an extended timeframe.

Lloyd, J. M., Dean, L. A., & Cooper, D. L. (2009). Students’ technology use and its effects on peer relationships, academic involvement, and healthy lifestyles. *NASPA Journal*. 48(4), 1245-1259.

This study extended the literature about student media use and peer relationships reported a combination of both positive and negative effects of computer and other media (IM, gaming devices, MP3 players, other screen based devices) on students’ peer relationships, academic involvement, and healthy lifestyles

LoCicero, K.A., & Ashby, J.S. (2000). Multidimensional perfectionism and self-reported self-efficacy in college students. *Journal of College Student Psychotherapy*, 15, 47-55.

This study investigated the relationship between the dimensions of perfectionism and self-efficacy. A convenience sample of undergraduates enrolled at a mid-sized Midwestern university provided demographic information and completed the Almost Perfect Scale Revised (APS-R) and the Self-Efficacy Scale (SES). In this study adaptive perfectionists had higher levels of both general and social self-efficacy than non-perfectionists. Adaptive perfectionists had higher levels of self-efficacy than maladaptive perfectionists.

Lockard, A. J., Hayes, J. A., Locke, B. D., Bieschke, K. J., & Castonguay, L. G. (2019). Helping those who help themselves: Does counseling enhance retention? *Journal of Counseling & Development*, 97(2), 128–139.

College counseling centers have received increased pressure from administrators in higher education to demonstrate the efficacy of their services. This study investigated the retention and changes in academic distress at a college counseling center as well as the potential moderating role of depression. Participants included 404 college students receiving services at the center. Results indicated that students who did not decrease in academic distress over time had lower retention rates compared to clients whose distress improved and the general student body.

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

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

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

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

Lockard, A. J., Hayes, J. A., Neff, K., & Locke, B. D. (2014). Self-compassion among college counseling center clients: An examination of clinical norms and group differences. *Journal of College Counseling*, 17(3), 249-259. doi:10.1002/j.2161-1882.2014.00061.x

Many college counseling centers have advocated for a more strengths-based approach in college counseling to complement the traditional focus on diagnosis and psychopathology. The Self-Compassion Scale-Short Form (SCS-SF), which is a well-known and empirically sound measure

of self-compassion, could provide clinically useful and relevant information related to a client's resilience. The purpose of this study was to establish reliability and normative values on the SCS-SF for individuals who are receiving mental health services at college counseling centers in hope of increasing the utility of the scale within this setting.

Locke, B.D. & Mahalik, J.R. (2005). Examining masculinity norms, problem drinking, and athletic involvement as predictors of sexual aggression in college men. *Journal of Counseling Psychology*, 52(3), 279-283.

Some studies have correlated men's sexual aggression with alcohol use, which is reported to increase men's perception that female behavior is sexual in nature. Some research also suggests that that participation in collegiate athletics is related to sexual aggression in college men. This study sought to extend previous research by examining how sexually aggressive behavior and endorsement of rape myths are predicted by masculinity using conformity to 11 masculine norms and problem drinking and participation in collegiate athletics. A convenience sample of male college students who attended four colleges and universities in the northeast and mid-Atlantic regions of the U.S. participated in the study. Results indicated that men who use alcohol problematically and conform to specific masculine norms, e.g., having power over women, etc, tended to endorse rape myths and report sexually aggressive behavior.

Lockman, J. D., & Servaty-Seib, H. L. (2018). Testing the predictions of the existential constructivist theory of suicide in a college student sample. *Journal of counseling psychology*, 65(3), 294-307.

The existential constructivist theory of suicide (ECTS) developed by Roger (2001) proposes that existential distress and the inability to reconstruct meaning from adverse life events contribute to suicidal ideation. This study sought to test this theory using a college student sample. Participants included 195 college students recruited from a large Midwestern university. Findings from structural equation modeling provided partial support for the ECTS. Based on the results, the authors suggest that therapeutic interventions focus on meaning reconstruction to reduce suicidal ideation in college students.

Lombardi, A., Gerdes, H., & Murray, C. (2011). Validating an assessment of individual actions, postsecondary supports, and social supports of college students with disabilities. *Journal of Student Affairs Research and Practice*, 48(1), 107–126.

The authors developed, administered, and evaluated a measure of individual actions of college students with disabilities and their perceptions of supports available to them. A factor analysis produced nine reliable factors in three areas. Follow-up regression analyses revealed that self-advocacy explained significant unique variance for predicting GPA, indicating that disabled student self-advocacy is critical for college success.

Lombardi, A.R., Murray, C.M., & Gerdes, H. (2012). Academic performance of first-generation college students with disabilities. *Journal of College Student Development*, 53 (6), 811-826.

This study investigated the experiences of first-generation college students with disabilities who were enrolled as undergraduate students at a 4-year public university located in the Pacific Northwest. Participants responded to several measures: (a) the College Self-Efficacy Inventory (CSEI), (b) the Financial Burdens sub scale, and (c) the College Students with Disabilities Campus Climate (CSDCC) survey. Results indicated that first-generation students with disabilities had lower GPAs, family support, and peer support as well as greater financial stress. After controlling for a broad range of demographic characteristics, first generation status contributed unique variance to GPA.

Longerbeam, S. D., DeStefano, T. J., & Lixin, Y. (2013). “We cannot reach them”: Chinese undergraduate student perceptions of the U.S. campus climate. *Journal of Student Affairs Research and Practice*, 50(3), 326–344

The authors of this study examined the relationships between Chinese undergraduate student interaction with U.S. students and faculty, and their perceptions of the U.S. campus climate. Invited participants in the study were all Chinese students participating in the Sino-American Dual Degree 1+2+1 program sponsored by the American Association of State Colleges and Universities and the Chinese Center for International Educational Exchange. Approximately half of the participants indicated that U.S. students generally do not show interest interacting outside of class, and about one third indicated U.S. faculty generally seem uninterested in them as international students.

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%).

Lopez, F.G., Fons-Scheyd, A., Morua, W., & Chaliman, R. (2006). Dyadic perfectionism as a predictor of relationship continuity and distress among college students. *Journal of Counseling Psychology*, 53(4), 543-549.

This study examined the nature and impact of relationship perfectionism within intimate heterosexual relationships, and the contributions of perceived discrepancies in one's partner's performance-related motivations and efforts. The Relationship Perfectionism Scale (RPS), that directs respondents to generically consider how they think and feel about relationships, the authors collected data from a convenience sample of college students who attended a large, public university in the Southwest and who were also involved in an intimate, heterosexual relationship. The authors found that when at least one member of a couple reports high -related motivations and efforts that person is likely to remain dissatisfied with the relationship over time and to report problematic exchanges with his or her partner. Similar dynamics may also affect relationships with counselors.

Lopez, F.G. & Fons-Scheyd (2008). Role balance and depression among college students: The moderating influence of adult attachment orientations. *Journal of College Counseling, 11*, 133-146.

This study examined the independent and interactive contributions of role balance and adult attachment orientations to depressive symptoms. Participants came from a convenience sample of college students enrolled at an urban university in the southwest and who acknowledged involvement in a romantic relationship. They completed a brief demographic questionnaire, the Role Balance Inventory (RBI), and the Avoidance and Anxiety subscales of the experiences in Close Relationships Scale (ECR). Results indicated no gender or race/ethnicity differences in Role Balance scores. However, adult attachment orientations, particularly attachment avoidance, interacted significantly with students' role balance to predict their depression scores.

**Lopez, F. G., Fons-Scheyd, A., Bush-King, I., & McDermott, R. C. (2011). A latent class analysis of dyadic perfectionism in a college sample. *Measurement and Evaluation in Counseling and Development, 44*(1), 32-51.
<http://dx.doi.org/10.1177/0748175610391610>**

A Latent Class Analysis (LCA) of dyadic perfectionism among 369 college students was investigated to identify distinctive sub-groups of dyadic perfectionists. Researchers analyzed participants' scores on three measures of perfectionism (1) The Dyadic Almost Perfectionist Scale (DAPS), (2) High Standards (HS), and (3) Discrepancy (DISC). The results of the LCA were consistent with the findings in the existing literature, there were four distinct groups of perfectionists: adaptive, maladaptive, dyadic, and non-dyadic. The combined results of the current study support the notion that evaluating perfectionism is an effective way for counselors to begin working with couples. Specific recommendations for clinical practice are discussed.

Lopez, F.G. & Gormley, B. (2002). Stability and change in adult attachment style over the first-year college transition: Relations to self-confidence, coping, and distress patterns. *Journal of Counseling Psychology, 49*(3), 355-364.

This exploratory study investigated whether patterns of stability or change in adult attachment styles were associated with corresponding changes in self-confidence, problem coping styles and distress. A random sample of entering first year students at a large Midwestern university completed several measures related to the purpose of the study. Results indicated that adult attachment styles exhibited by the study's participants' were only moderately stable over the course of their first-year transition to college. Stable secure participants exhibited significantly higher scores on self-confidence measure than did those with scores that indicated lesser stability. Findings indicate that students who have and maintain a secure attachment style over the first year of college are discernibly more confident in the abilities to attract and engage romantic partners than those with less stable styles.

Lopez, F.G., Mauricio, A.M., Gormley, B., Simko, T., & Berger, E. (2001). Adult attachment orientations and college student distress: The mediating role of problem coping styles. *Journal of Counseling and Development, 79*, 459-464.

In this study the authors examined relations among adult attachment orientations, maladaptive problem coping styles and a composite measure of current distress within a sample of 55 undergraduates. Results indicated that each adult attachment orientations and each problem coping style measure was related in expected directions to students' distress. In addition, problem coping styles largely mediated the impact of insecure adult attachment orientations on distress. Findings suggest that a significant proportion of student distress may have e management of closeness and distance in these relationships.

Lopez, F.G., Melendez, M.C., & Rice, K.G. (2000). Parental divorce, parent-child bonds, and adult attachment orientations among college students: A comparison of three racial/ethnic groups. *Journal of Counseling Psychology*, 47(2), 177-186.

A basic assumption of attachment theory is that the quality of one's early emotional bonds with one's early care-givers serves as a template for guiding on relationships. This study assessed the influences of race/ethnicity and parental marital status one's attachment orientation on child bonds and on their current adult attachment orientation. A diverse sample of undergraduates attending multiple institutions completed a survey designed to elicit data relevant to the study. Findings revealed that participants' retrospective accounts of their early parent divorce appears to have an adverse impact on participants' recollection of parental bonds but not on current or later intimate adult attachment orientations.

Lopez, F.G., Melendez, M.C., Sauer, E.M., Berger, E., & Wyssmann, J. (1998). Internal working models, self-reported problems, and help-seeking attitudes among college students. *Journal of Counseling Psychology*, 45(1), 79-83.

A person's internal working models of close relationships (Bowlby, 1988) incorporate 2 discrete yet interrelated cognitive schemas: a self-lovability and other model embodying core expectations about the trustworthiness and dependability of intimate o enrolled at a large, Midwestern university, this study tested hypothesized interrelationships (a between self-model differences and self-reported problems and b) among other-model differences, problem levels, and help-seeking attitudes. Participants self-models significantly predicted overall level of self-reported problems. Those with positive self-models acknowledged significantly fewer current problems than did their counterparts with negative self-models.

Lopez, F.G., Mitchell, P., & Gormley, B. (2002). Adult attachment orientations and college student distress: Test of a mediational model. *Journal of Counseling Psychology*, 49(4), 460-467.

Previous research suggests that cognitive, affective, and interpersonal self-regulatory mechanisms are conjointly implicated in the process by which insecure attachment orientations predict distress-related outcomes. This study tested a model for predicting college student distress that included measures of negative life event impacts, adult attachment orientations, and several indexes of self-organization. A convenience sample of undergraduates who attended a large Midwestern university completed a survey that was designed to obtain data relevant to the purposes testing of the model. Analysis confirmed the existence of moderate to strong

associations linking the attachment indexes in the model with the two distress measure and to each of the mediators proposed by the model. In particular, results revealed that attachment anxiety was robustly associated with problem coping and that both Attachment Anxiety and Avoidance were generally and significantly related to less coherent and less authentic self-structures.

Lopez, F.G., Morua, W., & Rice, K.G. (2007). Factor structure, stability, and predictive validity of self-efficacy beliefs. *Measurement and Evaluation in Counseling and Development, 40*, 80-96.

This study explored the underlying structure, stability, and predictive validity of college scores on the Relationship Self-Efficacy Scale, a measure of relationship maintenance self-efficacy beliefs. Three identified efficacy-related factors were found to be stable over a 3 month period. Differences in responses by gender and the degree of relationship commitment.

Lopez, F. G., Thorne, B., Schoenecker, S., Siffert, K., Chaliman, R., & Castleberry, E. (2014). Externally contingent and unstable self-worth as predictors of depression in college women: A 3-Month Study. *Journal of College Counseling, 17*(2), 102-115. doi:10.1002/j.2161-1882.2014.00051.x

A convenience sample of college women who were enrolled at a large public and urban university in the Southwest completed self-report measures of both self-esteem instability and contingent self-worth along with a measure of depression near the beginning and again toward the end of an academic semester. The purpose of the study was to concurrently examine the contributions that externally contingent forms of self-worth make to depression risk over an academic semester. Findings suggest that one's efforts to regulate self-esteem through the pursuit of externally indexed sources of self-validation (e.g., looking good, outdoing others, obtaining social approval) are associated with a self-structure that is inherently unstable, thus contributing to effective experiences of fluctuating self-esteem.

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

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

Lott, J.K., Ness, M.E., Alcorn, J.S., & Greer, R.M. (1999). The impact of gender and age on referrals to psychological counseling. *Journal of Counseling Psychology, 46*(1), 132-136.

The disproportionate number of female clients seen in counseling centers was examined to determine if this was related to the gender of the client or the gender or age of the referral source. Participants were students, staff, and faculty from three state-supported universities located in the east, south and south central U.S. Six vignettes portraying a college student experiencing a personal problem was followed by various referral options, e.g., career counseling, study skills help, psychological counseling, etc. Results indicated that men were less likely to refer at all three institutions. Older persons were more likely to refer at two of the institutions in the study. At one of the institutions older persons were more apt to refer only when the recipient was a man. Gender of the referral recipient was not significant.

Love, K.M. (2008). Parental attachments and psychological distress among African American college students. *Journal of College Student Development, 49*(1), 31-40.

Research indicates that ethnic minorities attending a PWI are more likely to experience psychological distress and/or academic difficulties than their Caucasian peers. This study examined parental attachment relationships to determine if they provided a buffer against psychological distress for these students. Results demonstrated that maternal figures who were overprotective and controlling perpetuated psychological distress, whereas paternal figures who were warm and caring served as a buffer against distress.

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

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

Love, K. L. & Thomas, D. M. (2014). Parenting styles and adjustment outcomes among college students. *Journal of College Student Development, 55*(2), 139-150. doi:10.1353/csd.2014.0013

This qualitative study sought to explore the relationship between parenting styles, overall well-being and adjustment outcomes for college students. The following hypotheses were examined: (a) There is a significant relationship between parenting styles, parenting styles, emotional well-being, self-esteem, and overall academic adjustment, (b) Parenting styles would predict students' self-esteem and emotional well-being, and (c) Self-esteem and emotional well-being would predict students' academic adjustment. All participants (N=315) were either from the same community college which was identified as a predominantly White university and from two separate historically Black universities from different university class standings (e.g. freshman, sophomore, junior, and senior). Participants were recruited from different departments from

within the university and faculty members allowed recruitment to occur from within their classes. The results suggested a relationship between the identified variables, parenting practices are related to self-esteem, well-being, and early childhood adjustment. The results also suggested that certain parenting styles can be predictive of self-esteem and emotional well-being. The implications of this study suggest that the newest generation of college students are presenting with adjustment issues that are not consistent with the years of students who previously attended college.

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

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

Loya, F., Reddy, R., & Hinshaw, S. P. (2010). Mental illness stigma as a mediator of differences in Caucasian and South Asian college students' attitudes toward psychological counseling. *Journal of Counseling Psychology, 57* (4), 484-490.

This study examined South Asian American students' beliefs about counseling compared to Caucasian students and how their beliefs affect their attitudes toward counseling. The authors analyzed personal stigmatizing views and perceptions of the public's stigmatizing views toward mental illness. The results indicated that Caucasian students had a more positive attitude toward mental health counseling compared to South Asian students with personal stigma accounting for 32 % of the observed difference. The authors offer suggestions to reduce the stigma of mental health counseling among South Asian students.

Lu, Y., Chui, H., Zhu, R., Zhao, H., Zhang, Y., Liao, J., & Miller, M. J. (2018). What does "good adjustment" mean for chinese international students? A qualitative investigation. *The Counseling Psychologist, 46*(8), 979-1009.

Researcher utilized consensual qualitative research methods to describe the experiences of nine Chinese graduate international students' ways of coping with adjustment challenges and their perceptions of adjustment. Participants were recruited from different institutions and disciplines. Semi structured interviews were used to explore participants' perceptions of the broad sociopolitical context, experiences adjusting to culture, and their subjective evaluations of their adjustment. Findings indicated that participants experienced frequent challenges in social and professional domains as well as reported a continuous by which they negotiated host culture expectations during adjustment challenges to obtain a subjective sense of satisfaction. Findings

can be used to assist Chinese international students with mitigating internalized oppression and increase purpose and well-being.

Lu, Y., Hill, C. E., Hancock, G. R., & Keum, B. T. (2020). The effectiveness of helping skills training for undergraduate students: Changes in ethnocultural empathy. *Journal of Counseling Psychology*, 67(1), 14–24.

The present study examined empathy changes directed toward people from different racial/ethnic cultural groups for 189 undergraduate students before and after participating in helping skills classes. Results suggest that White students were able to enhance some aspects of ethnocultural empathy through participating in helping skills training. More specifically, White students showed increases in empathic feeling and expression as well as empathic perspective taking compared to racial minority students. Additionally, racial minority women reported higher levels on all aspects of ethnocultural empathy prior to participating in the help skills classes compared to racial minority men and White students. These findings suggest that helping skill training may be particularly helpful in assisting White students increase their ethnocultural empathy.

Lucas, M.S. & Berkel, L.A. (2005). Counseling needs of students who seek help at a university counseling center: A closer look at gender and multicultural Issues. *Journal of College Student Development*, 46(3), 251-266.

This study explored the relationship between psychological distress and vocational issues presented at a university counseling center located at a large, public mid-Atlantic university. African American students, in particular, perceived barriers when pursuing vocational goals, but were reluctant to express concerns to a counselor. Asian Americans were unclear about vocational identity and for White students particularly, vocational and psychological issues were highly correlated. Women who were struggling with academically or vocationally seemed especially susceptible to interpersonal and symptom distress. When interacting with students in any setting, student affairs personnel should be aware of the broad range of concerns students may potentially be challenged with.

Ludwikowski, W. M., Vogel, D., & Armstrong, P. I. (2009). Attitudes toward career counseling: The role of public and self-stigma. *Journal of Counseling Psychology*, 56(3), 408-416.

Despite the evidence supporting the effectiveness of career interventions with students, many students choose not to engage in career services offered by institutions. This study examined the relationship between the stigma with help seeking and attitudes towards participating in career counseling. The study consisted of 509 college students that completed assessments on stigma and attitudes towards career counseling. The results indicated that public and personal stigmas were linked to self-stigma which was linked to negative attitudes toward career counseling. Implications were discussed.

Lui, P. P. (2019). College alcohol beliefs: Measurement invariance, mean differences, and correlations with alcohol use outcomes across sociodemographic groups. *Journal of Counseling Psychology*, 66(4), 487–495.

Undergraduate students' beliefs about the role of alcohol in college life influences the frequency, quantity, and susceptibility to drinking problems. The College Life Alcohol Salience Scale (CLASS) measures individuals' college-related alcohol beliefs. However, this scale has been mostly used with Euro American and freshman student samples. This study sought to investigate whether the CLASS functions the same across sociodemographic groups. Results of multigroup confirmatory factor analyses support scalar invariance of the CLASS scores across gender, years in college, and campus residence. Associations between college alcohol beliefs, alcohol consumption, and drinking problems were equivalent across sociodemographic categories. However, differences were found across gender, ethnicity, and Greek affiliations.

Lui, P. P., Berkley, S. R., & Zamboanga, B. L. (2020). College alcohol belief and alcohol use: Testing moderations by cultural orientations and ethnicity. *Journal of Counseling Psychology, 67*(2), 184–194.

Little research has explored how college alcohol beliefs are conceptualized in Asian American student populations and whether cultural orientation moderate the relationship between alcohol beliefs and alcohol involvement. This study sought to address this gap by examining the relationships between college alcohol beliefs and alcohol involvement and whether these relations were moderated by ethnicity for 439 Asian American and 161 Euro American undergraduate students. Results indicated that students, from both samples, who were less immersed in their ethnic heritage were more likely to drink and consume greater amounts of alcohol when they endorsed stronger college alcohol beliefs. Interventions that target students' college alcohol beliefs and promote connectedness to ethnic heritages could help reduce student alcohol use and misuse.

Lunardi, P.M., Webb, R.E., Widseth, J.C. (2006). If we open the door, how long will they stay? The use of personal counseling in a small college. *Journal of College Student Psychotherapy, 21*(2), 15-24.

This report from a single, private, highly selective institution located in the mid-Atlantic region, describes how students used counseling services over their normal four years of enrollments. Frequency of student use is reported for the duration of student enrollment rather than the usual number of sessions prior to termination.

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.

Lundberg, C.A., McIntire, D.D., & Creasman, C.T. (2008). Sources of social support and self-efficacy for adult students. *Journal of College Counseling*, 11(1), 58- 72.

This cross-sectional study examined and self-efficacy patterns among adult college students. Participants were a convenience sample of undergraduate adult students enrolled in an accelerated degree program at a midsize research institution. Participants who were at the beginning of their program reported that they received more emotional support from their families than those who were nearing the conclusion. Those just entering their studies reported a greater sense of self-efficacy related to homework and library use than those who were about to graduate. However, those near the end of their program reported significantly higher estimations of their ability to produce quality papers, make oral presentations, and synthesize complex ideas.

Lunsky, A., Naidu, S., Bradley, T., & Scott, M. (2015). College psychotherapy at a South African counseling center. *Journal of College Student Psychotherapy*, 29(1), 6-10. doi:10.1080/87568225.2015.973817

Presented is a transcript of an interview with the counseling staff at the Counseling and Careers Development Unit (CCDU) of the University of the Witwatersrand in Johannesburg, South Africa.

Luyckx, K., Vansteenkiste, M., Goossens, L., & Duriez, B. (2009). Basic need satisfaction and identity formation: Bridging self-determination theory and process-oriented identity research. *Journal of Counseling Psychology*, 56 (2), 276-288.

Having a less developed identity structure can leave individuals confused and vulnerable. The authors conducted two studies on high school and college students investigating the cross-sectional relationships between need satisfaction and identity dimensions and the direction of effects. Need satisfaction (autonomy, competence, and relatedness) and identity dimensions (commitment making, identification with commitment, exploration in breadth, exploration in depth, ruminative exploration) were measured. Results indicated that students who had a sense of identity through the use of proactive exploration strategies scored the highest on all three needs. In addition, satisfaction in all three needs, separately and as a whole, influenced changes in identity formation. Suggestions for future research and counseling implications are discussed.

Luzzo, D.A. (1999). Identifying the career decision-making needs of nontraditional college students. *Journal of Counseling and Development*, 77, 135-140.

Research related to the career counseling needs of non-traditional age students reveals that they often have different needs than do their traditional age counterparts. Future research should be experimental and focus on the ways they engage the career decision process.

Luzzo, D.A., Hasper, P., Albert, K.A., Bibby, M.A., & Martinelli, Jr., E.A. (1999). Effects of self-efficacy-enhancing interventions on the math/science self-efficacy and career interests, goals, and actions of career undecided college students. *Journal of Counseling Psychology*, 46(2), 233-243.

Self-efficacy refers to a person's beliefs about her or his ability to successfully perform a given task or behavior (Bandura, 1977). Bandura has asserted that self-efficacy is influenced by four primary sources of information: performance accomplishments, vicarious learning, verbal persuasions, and emotional arousal. This investigation evaluated the separate and combined effects of performance accomplishment and vicarious learning experiences on the math/science self-efficacy and the math/science-related career interests, vocational aspirations, college major choices, and course selection of career undecided college students. Participants formed a convenience sample of first year students enrolled at a large, Southern, public university. Participants were randomly assigned to 1 of 4 treatment conditions: performance accomplishment only, vicarious learning only, combined treatment, or control group. The authors reported significant effects of the performance accomplishment and combined treatments on participants' math/science self-efficacy.

Lydecker, J. A., Palmberg, A. A., Vatalaro Hill, K., & Mazzeo, S. E. (2015). Young adults' food selection patterns: relations with binge eating and restraint. *Journal of College Student Development, 56*(5), 493-498. doi:10.1353/csd.2015.0051

The researchers sought to examine the relationship between binge eating patterns and food selection for college students. Specifically, the researchers wanted to examine the food decisions of college students when eating in response to an emotion. Data was collected in two phases; the first phase included 500 participants who completed an online surveys and received course credit for their participation, and the second phase included 283 volunteers who completed a survey in a class utilizing an audience survey response systems. Results suggested that students who supported disordered eating behaviors were more likely to engage in those behaviors when experiencing an emotion (e.g. sadness, depression, frustration, or stress) than students who did not support disordered eating behaviors. Students who identified as having less inhibited eating behaviors were more likely to search out food from an off-campus location when experiencing triggering emotions. Students who engaged in disordered eating behaviors would often purchase food in larger quantities when experiencing the triggering emotion. Implications of this study suggest that universities work with students to provide education in patterns of food selection as to assist students in identifying their own eating behaviors. Universities can also work with dining halls to regulate portion control for food as to not allow students to have unlimited servings of food. Dining plans that allow students to utilize its funds for off-campus food options could be eliminated, which would require students to use their own funds for off campus food sources which would potentially change the way students view the off-campus food options.

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.

Lynch, S.K., & Kogan, L.R. (2004). Designing online workshops: Using an experiential learning model. *Journal of College Counseling, 7*(2), 170-176.

This article describes four online study skills workshops, the rationale for their development, and the experiential learning model used in their design. Usage of the online workshops increased over time and were rated positively by users.

MacFarlane, I. M., Henry, C. L., Nash, T., Kissel, S., & Bush, D. (2015). Clinical utility of the CCAPS, CAS, and OQ-45. *Journal of College Student Psychotherapy, 29*(1), 11-28. doi:10.1080/87568225.2015.973821

The purpose of this study was to evaluate the clinical utility of three clinical assessment measures commonly used in university counseling centers: the Outcome Questionnaire-45 (OQ-45; Lambert et al., 2004), the Counseling Center Assessment of Psychological Symptoms (CCAPS; Locke et al., 2011), and the College Adjustment Scales (CAS; Anton & Reed, 1991). The study took place at a counseling center at a large, public university in the Intermountain West. The measures were given to new clients assigned to individual therapy. A total of 128 students completed at least the first round of data collection (intake), with 45 completing all measures in the second round (Session 4), and 17 completing all measures. Subscales assessing depression and anxiety were highly correlated between measures; however, subscales assessing academic and family difficulties correlated only slightly. Clinicians ranked the OQ-45 significantly lower than the other measures in matching clinicians' diagnostic impressions.

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.

Mackinnon, S. P., Sherry, S. B., Graham, A. R., Stewart, S. H., Sherry, D. L., Allen, S. L., . . . McGrath, D. S. (2011). Reformulating and testing the perfectionism mode of binge eating among undergraduate women: A short-term, three-wave longitudinal study *Journal of Counseling Psychology, 58* (4), 630-646.

Women in a university setting are vulnerable to binge eating due to experiencing psychological and interpersonal stressors. Personality traits such as perfectionism can also play a factor to binge eating. This study tests and reformulates the perfectionism model of binge eating (PMOBE). The reformulated PMOBE analyzes the 4 binge eating maintenance variables (interpersonal discrepancies, low interpersonal esteem, depressive affect, and dietary restraint) in

relation to destructive aspects of perfectionism (concerns for mistakes). Results indicated that concerns over mistakes predicted changes in binge eating over time and conditions in which binge eating is likely to occur. Factors such as stability and vulnerability were also found to be related to concern over mistakes. The reformulated PMOBE's incremental validity was supported by the research. This study supports the notion that perfectionism is a core aspect of eating problems.

MacMahon, S., Postmus, J. L., Warrener, C. & Koenick, R. A. (2014). Utilizing peer education theater for the primary prevention of sexual violence on college campuses. *Journal of College Student Development*, 55(1), 78-85. doi:10.1353/csd.2014.0001

The authors examined the use of peer education theater which was grounded in theories of diffusion of innovation and entertainment education to answer two research questions: (a) Does attending SCREAM Theater result in significant changes in rape myth acceptance and bystander attitudes? And (b) Are the changes in the rape myth acceptance and attitudes by bystanders' attitudes were consistent among different demographic variables? This study was conducted at a large public university in the Northeast. This study was designed using a pre- and post-test design with the pre-test administered before the participant population observed the SCREAM Theater presentation at the participants' New Student Orientation, and the post-test was administered through an online medium. Of the original 3,000 pre-test participants, a total of 693 students completed both the pre- and post-test components, resulting in a total participant population of 643. The results showed that after the participants attended the SCREAM Theater production, a decrease in the participant's rape myth acceptance, and an increase in positive attitudes and the likelihood that they would intervene. It was also determined that the changes in rape myth acceptance and bystander attitudes did not vary over different demographic groups. The implications of this study describe the benefits of including peer education to address the prevention of sexual violence on college campuses.

Maffini, C. S., & Toth, P. L. (2017). Quality improvement in university counseling centers. *Journal of College Student Psychotherapy*, 31(1), 43-58. doi:10.1080/87568225.2016.1254000

The authors describe Quality Improvement assessments and evaluations applicable to counseling centers. Counseling Center leaders interested in improving quality of care should review this article which focuses on QI implementation and utilization in a counseling center at a large Midwestern university.

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.

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 an 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.

Mahon, M., Laux, J. M., Ritchie, M. H., Piazza, N. J., & Tihamiyu, M. F. (2015). Brief therapy at a university counseling center: Working alliance, readiness to change, and symptom severity. *Journal of College Counseling*, 18(3), 233-243. doi:10.1002/jocc.12017

The authors of this study investigated whether student clients who attend short-term individual counseling at a university counseling center show progress as evidenced by perceived client and counselor outcomes. Excepting those presenting with substance abuse or addiction problems, and those who were actively suicidal or floridly psychotic, all students seeking counseling at a large, public, metropolitan, midwestern university were asked to participate. Those who agreed, completed the center's intake paperwork, a one-page demographic information form, the SOS-10 236 (Blais et al., 1999), the URICA (McConaughy et al., 1983), and the WAI-S (Tracey & Kokotovic, 1989). Results indicated that the counselor reports, not the client reports, reflected the statistically significant change in client symptoms. Changes in symptom severity were not associated with working alliance and readiness to change.

Main, A., Zhou, Q., Ma, Y., Luecken, L. J., & Liu, X. (2011). Relations of SARS-related stressors and coping to Chinese college students' psychological adjustment during the 2003 Beijing SARS epidemic. *Journal of Counseling Psychology*, 58 (3), 410-423.

During the SARS epidemic in Beijing in 2003, many Chinese college students' experienced stressors and psychological adjustment. This study examined the stressors and coping strategy utilized by the student. Results indicated the number of stressors and use of avoidant coping strategies positively predicted psychological symptoms while active coping positively predicted life satisfaction. All types of coping assisted with the impact of stressors in general. Implications for university counseling centers are provided.

Mallinckrodt, B., Miles, J. R., Bhaskar, T., Chery, N., Choi, G., & Sung, M.-R. (2014). Developing a comprehensive scale to assess college multicultural programming. *Journal of Counseling Psychology, 61*(1), 133-145

The purpose of this study was to revise and expand the Scale of Ethnocultural Empathy (SEE) to develop a multidimensional self-report instrument that could be used to assess the effectiveness of campus ethnic diversity and multicultural programming efforts. Focus groups were used to develop initial items alongside the SEE, and these items were administered to undergraduate students. Item response theory was used to guide final selection of items for the 48-item Everyday Multicultural Competencies/Revised SEE (EMC/RSEE).

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

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

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

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

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

This study is an examination of whether experiencing bullying in both middle and high school leads to depression, anxiety, and PTSD symptoms in college students. In addition, the study examined whether perceived social support (PSS) mediated this relationship, and what type of support (parents, friends, other sources) was most effective. 270 students participated in the study, which revealed that bullying was related to greater symptomatology in college students, but also that PSS mediated some of these effects.

Maples, M.F. & Han, S. (2008). Cybercounseling in the United States and South Korea: Implications for counseling college students of the millennial generation and the networked generation. *Journal of Counseling and Development*, 86, 178-183.

The National Board for Certified Counselors defines cyber counseling as professional counseling and information delivery that occurs when client(s) and counselor(s) are in separate or remote locations and utilize electronic means to communicate over the majority of cyber counseling sites in the U.S. are operated by private counselors. Cyber counseling in South Korea are predominantly sponsored by counseling centers. This means of delivery of personal counseling presents counselors with legal and ethical dilemmas, such as confidentiality, ability of the client to determine the qualifications of cyber counselors. Some aspects of counseling may be better suited for online delivery than others.

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

This study utilized responses from the “Healthy Minds Study” to determine if demographic differences impact the response completion rate in depression screening questions. Of the 7,326 students who participated, it was shown that women and LGBTQIA+ students had higher completed response rates. International, black, and Middle Eastern students had lower completed response rates. The researchers determined that the demographic differences do have an impact on completion rate, and that further interventions for depression are necessary to accommodate those who may not fully respond on assessments.

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

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

the program, as the treatment group showed less depressive and anxious symptoms after exposure to the program.

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. doi:10.1353/csd.2018.0006

In this study, researchers sought to understand the relationship between students' wellbeing and anxiety, with identity mediating the relationship. This study was conducted at one university with three different cohorts of students serving as the participants (N = 188) for the study. The data was collected from a sample population within a pre-established longitudinal study. Three different questionnaires were utilized in this study (Questionnaire for Eudaimonic Well-Being, Dimensions Identity Development Scale, and Erikson Psychosocial Inventory Scale. The results suggested a negative relationship between students' anxiety and sense of well-being. Results did indicate a positive relationship between higher levels of sense of identity and commitment to self and well-being. Further, higher levels of identity had a negative relationship with anxiety, and a positive relationship with sense of well-being. The implications of this study suggest that interventions that promote identity development and identification may be of importance to colleges and universities as this can be related to students' anxiety levels and sense of wellbeing. Combined efforts to promote these interventions on campuses can have a positive impact on students overall.

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.

Margolis, G. (2000). Late drops, deadlines and depression. *Journal of College Student Psychotherapy, 14*(4), 3-8.

The author advocates for a thorough assessment of those students who appear at the door of the counseling center late in the semester, past the deadline to drop a course. He suggests that this is an opportunity to intervene in what may be simply a manifestation of late adolescent depression

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

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

Marks, L.I., & McLaughlin, R.H. (2005). Outreach by college counselors: Increasing student attendance at presentations. *Journal of College Counseling*, 8(1), 86- 96.

The purpose of this study was to identify, from students' perspectives, factors that would make students more likely to attend a psycho-educational presentation. Participants were students who attended a large, metropolitan state university in the Southeast. Focus groups, surveys and program evaluations were utilized to college data. The authors' discussion of their assimilated data reveal more effective and less effective means to successfully market programs. Also discussed are other strategies not a part of this study, but of use to those who wish to market counseling outreach programs.

Marmarosh, C. L., Gelso, C. J., Markin, R. D., Majors, R., Mallery, C. & Choi, J. (2009). The real relationship in psychotherapy: Relationships to adult attachments, working alliance, transference, and therapy outcome. *Journal of Counseling Psychology*, 56 (3), 337-350.

Many therapists and researchers may view the therapeutic relationship as a multidimensional concept. This study examined the clients' and therapists' perspectives on the real relationship as it relates to outcome variables. Thirty-one dyads (client/therapist) completed the study. Adult attachment, real relationship, and the working alliance were measured. The results indicated that client adult attachment avoidance was negatively correlated with client real relationship and therapists' ratings of negative transference were negatively correlated with therapist rated real relationship. Therapists' ratings of real relationship accounted for a significant amount of variance in client posttreatment symptoms. Implications and future research are discussed.

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

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

Marsh, C. N., & Wilcoxon, S. A. (2015). Underutilization of Mental Health Services Among College Students: An examination of system-related barriers. *Journal of College Student Psychotherapy*, 29(3), 227-243. doi:10.1080/87568225.2015.1045783

This investigation examined mental health care system-related barriers that might distinguish help seekers from non-help seekers among students demonstrating similar levels of distress. Participants, recruited from the campus of a large southeastern U.S. research university (approximately 30,000 students), including both undergraduate and graduate students enrolled for the part-time and full-time study. Participants completed three instruments: Counseling Center Assessment for Psychological Symptoms–62 (CCAPS-62), Attitudes Toward Seeking Professional Psychological Help Scale–Short Form (ATSPPHS-SF), and a questionnaire developed for this study asking about current or recent help-seeking behavior for psychological

distress and any perceived system-related barriers (affordability, availability, accessibility, and acceptability) associated with help-seeking decisions. Findings suggest that for distressed college students, increased concerns about the cost of mental health services increase the chances of not getting help, increased concerns about stigma increase the chances of getting help, and more positive attitudes about getting help increase the chances of getting help.

Martens, M.P., Brown, N.T., Donovan, B.M., & Dude, K. (2005). Measuring negative consequences of college student substance use: A psychometric evaluation of the core alcohol and drug survey. *Measurement and Evaluation in Counseling and Development*, 38, 164-175.

This study assessed the reliability and validity of scores from a subset of negative consequences items on the CORE Alcohol and Drug Survey. The results of this preliminary study suggest that a subset of the negative consequences items can be utilized by as distinct composite subscales. These subscales can provide counselors with a way to organize and categorize the types of problems college students may have as a result of their alcohol use.

Martens, M.P., Martin, J.L., Hatchett, E.S., Fowler, R.M., Fleming, K.M., Karakashian, M.A., & Cimini, M.D. (2008). Protective behavioral strategies and the relationship between depressive symptoms and alcohol-related negative consequences among college students. *Journal of Counseling Psychology*, 55(4), 535-541.

Protective behavioral strategies (PBS) are defined as behaviors an individual can utilize to decrease the likelihood of excessive drinking and experiencing negative alcohol-related consequences. The purpose of this study was to test this premise by determining whether PBS mediate the relationship between depressive symptoms and alcohol-related consequences. Participants were undergraduate students enrolled at a large, public, Northeastern university who were referred to an alcohol intervention program as a result of committing an alcohol-related infraction on campus. Consistent with previous studies, the authors found that depressive symptoms were directly associated with alcohol-related negative consequences but not with alcohol use. They also found that PBS partially mediated the relationship between depressive symptoms and alcohol-related negative consequences.

Martens, M.P., Rocha, T.L., Martin, J.L., & Serrao, H.F. (2008). Drinking motives and college students: Further examination of a four-factor model. *Journal of Counseling Psychology*, 55(2), 289-295.

The motives for drinking alcohol are frequently measured using the Drinking Motives Measure (DMM). This brief report describes the results of tests of reliability and validity on the DMM and to simultaneously examine drink. Students enrolled at a Northeastern public university who reported consuming alcohol at least once over the past 30 days completed the DMM and provided other relevant information. Results indicated that fit indices for the 4-factor model were acceptable and were better than for alternative models Freshman students and students of color demonstrated higher rates of drinking to conform than did seniors and White students.

Martin, G.L., Hevel, M.S., Asel, A.M., & Pascarella, E.T. (2011). New evidence on the effects of fraternity and sorority affiliation during the first year of college. *Journal of College Student Development*, 52 (5), 543-559.

The authors of this study explored the effects of fraternity and sorority membership on first-year students' development across various liberal arts educational outcomes at 11 institutions. Participants were undergraduate students who attended four year institutions participating in the Wabash National Study of Liberal Arts Education. Fraternity and sorority members in this study did not differ from their unaffiliated peers on dimensions of moral reasoning, critical thinking, intercultural effectiveness, inclination to inquire and lifelong learning, and psychological well-being.

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.

Martin, J.L., & Ashby, J.S. (2004). Appraising perfection: The relationship of multidimensional perfectionism and intellectual development in college students. *Journal of College Student Psychotherapy*, 18(4), 61-75.

The authors of this article tested two hypotheses: 1) that consistent with an overgeneralized and inflexible pattern of self-critical appraisal, maladaptive perfectionists would demonstrate a less developed epistemic style than adaptive perfectionists; and 2) that adaptive perfectionists would demonstrate a more sophisticated style than either maladaptive perfectionists or nonperfectionists. Nonperfectionists endorsed a less complex personal view than either maladaptive or adaptive perfectionists, while maladaptive perfectionists demonstrated a more relativistic view than either adaptive perfectionists or nonperfectionists.

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

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

Martin, J. L., Zamboanga, B. L., Haase, R. F., & Buckner, L. C. (2020). Measurement invariance of the protective behavioral strategies scale across racial groups. *Measurement & Evaluation in Counseling & Development*, 53(1), 17-33.

College students are at an increased risk for problematic alcohol use; however, research has shown the protective behavioral strategies (PBS) can minimize this risk. The Protective Behavioral Strategies Scale (PBSS) is a widely used measure for assessing PBS. There is mixed results regarding whether a two-, three-, or four-factor model best fit the constructs as applied to college students. Additionally, measurement invariance across racial identities have yet to be established, which limits researchers' abilities to draw valid comparisons across racial groups. The aim of this study was to assess racial group invariance for the PBSS across White and Black college students. Results partially supported equivalence across these two racial groups and caution should be used when comparing PBSS scores between White and Black students.

Martin, W.E., Jr., Swartz-Kulstad, & Madson, M. (1999). Psychosocial factors that predict the college adjustment of first-year undergraduate students: Implications for college counselors. *Journal of College Counseling, 2*, 121-133.

The authors point out that several studies of college students have shown that, often, non-academic variable predicts academic success more accurately than academic variables. Psychosocial variables have consistently predicted college student adjustment. The purpose of the studies that they report in this article was to identify which psychosocial factors predict college adjustment. Convenience samples were drawn from two universities: a midsize institution in the Southwest and from a smaller institution in the North-central U.S. Findings indicated that two of the primary contributors to overall college adjustment were found consistently in the two samples. These two factors were academic self-confidence and positive attitude toward the institution.

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

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

Massey, J., Brooks, M., & Burrow, J. (2014). Evaluating the effectiveness of mental health first aid training among student affairs staff at a Canadian university. *Journal of Student Affairs Research and Practice, 51*(3), 323-336. doi:10.1515/jsarp-2014-0032

The authors wanted to examine the impact of mental health first aid training for student affairs professionals. This study was conducted at a large, research intensive, mid-sized university in Ontario. The research was guided by the following questions: (a) Did the training result in an increased knowledge about mental health issues? (b) Did participants become more aware of issues related to mental health? (c) Did the training result in an increase in self-confidence to recognize and identify mental health concerns? A total of 215 participants were included in this study, and all completed the questionnaire online. Of the initial 215, 26 participants also engaged in pre-interview and post-interview for the related training. The results suggested that

professionals with both limited and continued experiences with mental health issues had an increase in their knowledge of mental health issues. Participants also became more aware and sensitive to the experiences of individuals with mental illness and resulted in an increased ability to recognize and want to assist in areas with mental illness. The implications of this research suggest that all student affairs professionals should receive mental health first aid training as it can increase the chances that a student in need will be referred to the appropriate resources. Students who can be identified early as having a mental health concern, or a potential mental health concern, have an increased chance of academic success.

Mason, M. J., Zaharakis, N., & Benotsch, E. G. (2014). Social networks, substance use, and mental health in college students. *Journal of American College Health, 62(7), 470-477.*

Emerging adults are at risk for high rates of alcohol and substance use as well as mental health disorders. Past research indicated that social networks impact various issues such as smoking, alcohol use, depression, and happiness. The following study examined the relationship between social network risk (alcohol-using close friends), perceived peer closeness, substance use, and psychiatric symptoms to discover risk and protective factors of students' social context. Logistical regression revealed that those with risky networks were at a 10-fold increase for hazardous drinking, a 6-fold increase for weekly marijuana use, and a 3-fold increase for weekly tobacco use. Peer effects were strongest with marijuana. Females perceived more closeness with tobacco use than their male counterparts. Perceived closeness with peers was a protective factor against psychiatric symptoms.

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.

Mattanah, J.F., Ayers, J.F., Brand, B.L., Brooks, L.J., Quimby, J.L., & McNary, S.W. (2010). A social support intervention to ease the college transition: Exploring main effects and moderators. *Journal of College Student Development, 51 (1), 93-108.*

This study examined effects of a peer-led social support group intervention on college adjustment. Ninety first year students, who attended a large, suburban, primarily non-residential university, were randomly assigned to participate in the intervention. As a group, they reported higher levels of perceived social support and reduced loneliness when compared to controls after

accounting for pre-intervention levels on these variables. Effects were not moderated by precollege adjustment concerns or gender.

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

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

Mattanha, J.F., Hancock, G.R., & Brand, B.L. (2004). Parental attachment, separation individuation, and college student adjustment: A structural equation analysis of mediational effects. *Journal of Counseling Psychology*, 51(2), 213-225.

This study examines whether the relationship between parental attachment and college adjustment is mediated by healthy separation-individuation. A convenience sample of primarily undergraduates enrolled at a regional, public university located in the Northeastern U.S. completed surveys that measured variables relevant to the study. The study supports a growing body of evidence that both a secure attachment relationship to parents and a healthy level of separation-individuation are predictive of positive academic, social, and personal-emotional adjustment to college.

Mattanah, J. F., Lopez, F. G., & Govern, J. M. (2011). The contributions of parental attachment bonds to college student development and adjustment: A meta-analytic review. *Journal of Counseling Psychology*, 58 (4), 565-596

A meta-analysis was conducted exploring the relationship between parental attachment and multiple adjustment outcomes during the college years. One hundred and fifty-six articles were reviewed. Results indicated a small relationship between quality parental attachment and favorable adjustment outcomes. The relationship between adjustment and attachment was dependent upon the developmental task being studied. Counseling implications are discussed.

**Matte, M., & Lafontaine, M.-F. (2012). Assessment of romantic perfectionism: Psychometric properties of the Relationship Perfectionism Scale. *Measurement and Evaluation in Counseling and Development*, 45(2), 113-132.
<http://dx.doi.org/10.1177/0748175611429303>**

This study investigated the validity of the Romantic Relationship Perfectionism Scale (RRPS) which was adapted from the Relationship Perfectionist Scale (RPS). There were three samples of participants, (1) 898 English-speaking college students who were in heterosexual relationships, (2) 161 heterosexual individuals from the community, and (3) 55 couples who were seeking therapy at the time of data collection. Results indicated that the RRPS had adequate internal consistency, $r = .78$ for the self-related perfectionism scores and $r = .66$ for the other-related perfectionism scores. Results indicated adequate evidence for the convergent, concurrent, discriminant, and incremental validity of the RRPS. Researchers concluded that the RRPS is a short and valid instrument that counseling practitioners can use to measure romantic perfectionism among their clients.

Mattern, K.D., & Shaw, E.J., (2010). A look beyond cognitive predictors of academic success: Understanding the relationship between academic self-beliefs and outcomes. *Journal of College Student Development, 50* (1), 1-18.

Using a large, national data set, the authors of this study examined the relationship between academic self-beliefs (self-efficacy and degree aspirations), and the intention to seek help when needed with various academic outcomes. The results indicated that, congruent with a substantial body of literature, students' academic self-beliefs are positively related to academic outcomes.

Matthews-Ewald, M.R., Zullig, K. (2013). Evaluating the performance of a short loneliness scale among college students. *Journal of College Student Development, 54* (1), 105-109.

The 20-item Revised UCLA Loneliness (R-UCLA) Scale created by Russell and colleagues to assess the degree of perceived loneliness. The purpose of this study was to evaluate the performance of a short version of this scale known as the Three Item Loneliness Scale (TILS) among randomly selected college students. Results indicated that the TILS showed acceptable internal consistency and reliability, (b) demonstrated acceptable evidence for construct, known groups, and criterion-related validity, and that (c) results were unrelated to demographic variables (gender, race, age, socioeconomic status).

May, R. (2000). Basic requirements and survival strategies for a college psychotherapy service. *Journal of College Student Psychotherapy, 15*(1), 3-13.

This essay considers the fit between the vision of a college or university for its counseling service and what clinicians are able to provide. Political implications, usefulness of public relations efforts, and the necessity to balance clinical standards of confidentiality with the collaboration often expected by the institution.

May, R. (2003). How much is enough? Reflections on the report of the Harvard Provost's Committee on Student Mental Health Services. *Journal of College Student Psychotherapy, 17*(4), 3-10.

In the author's reflection on a report that assesses Harvard Mental Health Services, the author asks, "How much counseling should a counseling center provide? What is an adequate staffing

level to provide this level of service? What effects will managed care in a medical setting have on services? See Harvard Provost's Committee's Report on Student Mental Health Services at <http://www.provost.harvard.edu/reports/SMHSreport.pdf> for the report on which the author comments.

May, M. (2005). How do we know what works? *Journal of College Student Psychotherapy*, 19(3), 69-73.

This paper presents a critique of the Sikes and Sikes' (2003) article examining EMDR.

May, R.R. (2008). The Development of a psychotherapy service at Amherst College. *Journal of College Student Psychotherapy*, 13-48.

By tracing the evolution of counseling services at Amherst, the author's goal was to illustrate the factors which support a psychotherapy service as opposed to other models.

Mayhew, M. J., Selznick, B. S., Lo, M. A., & Vassallo, S. J. (2016). Take it personally: Incorporating personality traits as input covariates in college impact research. *Journal of College Student Development*, 57(7), 880-885. doi:10.1353/csd.2016.0084

The authors describe the way personality traits and characteristics can be used to describe and explain student outcomes in educational research. Researchers identified five different traits that are the most salient across different cultural groups: extraversion, openness, agreeableness, neuroticism and emotional stability, and conscientiousness. Three samples were used for this study into the relationship between personality traits and related college experiences. The first sample consisted of 3,700 college seniors across four different research universities. The second sample consisted of 375 American college business students. And the third sample included 211 German students, all whom were on the business-track program. The results suggest that the inclusion of the personality traits further describe and explain the outcomes in the study with in samples located with the United States and within the international sample. Implications of these findings suggest that personality can be included when examining the theoretical approaches as a way to further explain results and outcomes.

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

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

Mayo, C., & George, V. (2014). Eating disorder risk and body dissatisfaction based on muscularity and body fat in male university students. *Journal of American College Health*, 62(6), 407-415.

While women tend to strive for thinness, men strive for a more muscular physique. Body image dissatisfaction is associated with an increased risk for eating disorders which can be present in males. This study examined the relationship between risk of eating disorders, body dissatisfaction, and perceptual attractiveness in male college students. The Eating Attitudes Test (EAT) was used to assess eating disorder risk while the Bodybuilder Image Grid (BIG) was used to assess body dissatisfaction and perceptual attractiveness. This study also examined differences between genders in the perception of the ideal male body image. Results indicated that there was a positive correlation between EAT scores and fat dissatisfaction. A negative correlation existed between EAT scores and muscle dissatisfaction. Males with a higher level of eating disorder risk desired to gain more muscle. Males choose significantly more muscular and leaner body types than females in the study.

Mayorga, N. A., Jardin, C., Bakhshaie, J., Garey, L., Viana, A. G., Cardoso, J. B., & Zvolensky, M. (2018). Acculturative stress, emotion regulation, and affective symptomology among Latino/a college students. *Journal of Counseling Psychology, 65*(2), 247–258.

This study aimed to explore difficulties in emotional regulation as an explanatory factor for symptoms of depression, suicidality, social anxiety, and anxious arousal related to acculturative stress. Participants included 448 Latino/a college students recruited from a southwestern university. Results indicated that how Latino/a regulate their emotions impacts the negative mental health correlates associated with acculturative stress. These findings suggest that resiliency to adverse social experiences could be enhanced by improving Latino/a emotional regulation.

Mazzeo, S.E. (1999). Modification of an existing measure of body image preoccupation and its relationship to disordered eating in female college students. *Journal of Counseling Psychology, 46*(1), 42-50.

One measure designed to assess body image preoccupation is the Body Shape Questionnaire (BSQ), which is the only self-report measure available. However, it is not clear that all of the items on the BSQ relate to body image preoccupation. The purpose of this study was to evaluate the psychometric properties of a version of the BSQ modified to more clearly assess preoccupation with body image. Participants in the convenience sample of female undergraduates enrolled at a large Midwestern university completed several questionnaires. Results suggest that the modified version of the BSQ, the BSQ-10, yields reliable and valid scores.

Mazzeo, S.E. & Espelage, D.L. (2002). Association between childhood physical and emotional abuse and disordered eating behaviors in female undergraduates: An investigation of the mediating role of alexithymia and depression. *Journal of Counseling Psychology, 49*(1), 86-100.

This study tested models of disordered eating in two convenience samples of undergraduate women attending a large, Midwestern university. Results indicated that family conflict, family cohesion, and childhood physical and emotional abuse and neglect were not directly associated

with disordered eating. Rather their association was mediated by alexithymia and depression. *Alexithymia* describes a cluster of characteristics frequently observed in patients with psychosomatic symptoms including a relative constriction in emotional functioning and the inability to find appropriate words to describe feelings.

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

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

McAndrew, L. M., Slotkin, S., Kimber, J., Maestro, K., Phillips, L. A., Martin, J. L., Credé, M., & Eklund, A. (2019). Cultural incongruity predicts adjustment to college for student veterans. *Journal of Counseling Psychology, 66*(6), 678–689.

Cultural incongruity is a phenomenon in which student service members and veterans lack a sense of belonging and feel misunderstood by college communities. Little is known about the predictors for student service members' and veterans' adjustment to college. This study aimed to quantitatively examine the relationship between cultural incongruity and college adjustment. Participants included 814 student service members and veterans. Results indicated that cultural incongruity predicted students' adjustment to college and feelings of not belonging accounted for 18% of variance in adjustment after controlling for other known predictors. Additionally, feeling understood about academic barriers protected students against the negative impact of the barrier on adjustment.

McBride, N. M., Barrett, B., Moore, K. A., & Schonfeld, L. (2014). The role of positive alcohol expectancies in underage binge drinking among college students. *Journal of American College Health, 62*(6), 370-379.

Compared to their noncollege peers, underage college students drink in heavier quantities. Heavy alcohol use has been linked to several negative consequences and outcomes. The researchers of this study examined associations between positive alcohol expectancies, demographics, academic status, and binge drinking in 1,553 underaged college students. Positive alcohol expectancies (PAEs) occur when a learned association is formed between performing a certain behavior and receiving a positive outcome. In this study PAEs included the factors of sociability and sexuality. Students who endorsed higher agreement of sociability and sexuality were more likely to have reported binge drinking within the past 2 weeks. This suggests that students drink with the positive expectation that it will facilitate their social engagement or enhance sexual appearance.

McCabe, S.E., Teter, C.J., & Boyd, C.J. (2006). Medical use, illicit use, and diversion of abusable prescription drugs. *Journal of American College Health, 54(5), 269-278.*

This study examined medically prescribed use and illicit use of 4 distinct classes of abusable prescription drugs within an undergraduate student population at a large, public Midwestern university. Self-reported information revealed that the prevalence rate for illicit use within the preceding year was 14% and the highest for pain medication, followed by stimulants, sedative/anxiety medication, and sleeping medication. Lifetime illicit use for the sample was 21%. Men reported higher illicit use rates. Medical users of stimulants for attention deficit hyperactivity disorder were the most likely to be approached to divert their medication.

McCarthy, C.J., Brack, G., Brack, C.J., Hsin-tine, T.L. & Carlson, M.H. (1998). Relationship of college students' current attachment to appraisals of parental conflict. *Journal of College Counseling, 1, 135-153.*

This study examined relationships between current parental attachment and cognitive appraisals of conflict involving one's mother (or surrogate) and similar appraisals involving one's father or surrogate). A convenience sample of undergraduates attended a 2-hour survey administration session where they completed a form designed to collect demographic information, the Inventory of Parent and the Peer Attachment (IPPA). Appraisals of conflict with parents were found to be related to levels of attachment and gender.

McCarthy, C.J., Fouladi, R.T., Juncker, B.D., & Matheny, K.B. (2006). Psychological resources as stress buffers: Their relationship to university students' anxiety and depression. *Journal of College Counseling, 9, 99-112.*

The objective of this study was to examine the contributions of personality factors, coping resources, appraisals of life events, and gender to the experience of anxiety and depression among university students. A convenience sample of university students enrolled in undergraduate courses at one of three universities in the southeast, southwest and northwest. Participants completed the Self-Master Scale (SMS), the Generalized Self-Efficacy Scale (SES), the Life Orientation Test (LOT), the Basic Adlerian Scales for Interpersonal Success (BASIS-A), the Life Experiences Survey, the Coping Resources Inventory for Stress (CRIS), the Spielberger Trait Anxiety Inventory, and the Beck Depression Inventory. A structural equation model was generated with good fit, meaning that negative life events and coping resources were mediated by a common distress factor. Personality variables were associated with anxiety, which had a direct relationship to depression.

McCarthy, C.J., Moller, N.P., & Fouladi, R.T. (2001). Continued attachment to parents: Its relationship to affect regulation and perceived stress among college students. *Measurement and Evaluation in Counseling and Development, 33, 198-213.*

The relationship between continued attachment to parents among college students and their emotional functioning is the focus of this article. Two hundred thirty five students at a large southwestern university completed several instruments designed to collect information about parental attachment and emotional well-being. Students who reported higher levels of parental

attachment reported lower levels of perceived stress and greater confidence in their ability to regulate mood.

McCarthy, J. & Stadler, H. (2000). Allocentrism and perceptions of helping. *Journal of College Student Psychotherapy, 14(4), 57-70.*

Models of helping and coping (Brickman, Rabinowitz, Coates, Cohn & Kidder) are applied to an allocentrism-idiocentrism framework by the authors. The purpose was to understand the relationship between individuals' group orientation and their preference for a model of helping. Participants were from a convenience sample and were born in the Republic of China and had resided in the U.S. for varying lengths of time. They were students at a medium-sized, urban university located in the Midwest. Participants completed the Suinn-Lew Asian Self-Identity Acculturation Scale, the Individualism-Collectivism Scale, the Help Vignettes, and provided the authors with demographic information. The prediction that participants high in acculturation would show greater endorsement than low-acculturated participants of those help models that stress high internal attribution of responsibility for problem solution was not supported.

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

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

McCarthy, M.M, & Butler, L. (2003). Responding to traumatic events on college campuses: A case study and assessment of student post-disaster anxiety. *Journal of College Counseling, 6(1), 90-96.*

Given the likelihood that college students will encounter some type of traumatic event, it is important for college counselors to consider both long-term initiatives and crisis management interventions that can be implemented in the event of a disaster. A case study and the Conservation Resources model are utilized by the authors to frame a suggested course of action for counselors to use when providing support in the wake of a disaster.

Mcchague, D. E., Klanecky, A. K., & Anderson, J. (2012). Alcohol use problems mediate the relation between cannabis use frequency and college functioning among students mandated to an alcohol diversion program. *Journal of College Student Development, 53(4), 611-615.*

Participants in this screening-questionnaire study were students mandated to an alcohol diversion program. The study combined a focus on alcohol and marijuana use to examine alcohol use problems as an explanation for the relationship between cannabis use frequency and college

adjustment difficulties. Problematic alcohol drinking was found to fully mediate the relationship between cannabis use frequency, on one hand, and lower grades and increased legal problems, on the other hand. Conclusions suggest the negative college functioning associated with cannabis use may be dependent on the severity of a student's alcohol use problems.

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.

McComb, J. L., & Hanson, W. E. (2009). Problem gambling on college campuses. *NASPA Journal, 46*(1), 1-29.

In this article, the authors assert that as many as 80% of college students gamble – and 8% gamble problematically. The authors' discussion frames college gambling as an institutional public health problem; discusses contributors, the range of problems, and needed responses; and solicits student affairs offices including counseling and health to address the issue.

McDermott, R. C., Berry, A. T., Borgogna, N. C., Cheng, H.-L., Wong, Y. J., Browning, B., & Carr, N. (2020). Revisiting the paradox of hope: The role of discrimination among first-year Black college students. *Journal of Counseling Psychology, 67*(5), 637–644.

Black students are more likely to experience academic difficulties due to experiences of discrimination which can impact academic retention. Some research has suggested that high levels of hope could play a paradoxical role in how Black college students who experience discrimination perceive their abilities to meet their personal and professional goals. This study explored the moderation effects of hope on the relationships between experiences of discrimination and perceptions of stress and academic integration for 203 first-year Black college students in the United States. Inverse associations were found between hope and stress as well as positive associations between hope and academic integration. Additionally, students with higher levels of hope also had stronger positive associations between discrimination and stress supporting the paradoxical effect. These findings suggest that increasing hope may not always protect Black college students from the distress of discrimination; however, hope is still beneficial to students' academic well-being.

McDermott, R. C., Cheng, H. L., Wright, C., Browning, B. R., Upton, A. W., & Sevig, T. D. (2015). Adult attachment dimensions and college student distress: The mediating role of hope. *The Counseling Psychologist, 43*(6), 822–852.

This study examined the mediating effect of dispositional hope as a psychological strength between adult attachment dimensions and seven commonly assessed college student psychological symptoms. These symptoms were depression, eating concerns, substance use, generalized anxiety, hostility, social anxiety, and academic distress. Findings provided evidence that lower levels of attachment anxiety and attachment avoidance may contribute to hopeful thinking that prevents or mitigates a variety of mental health concerns.

McDermott, R. C. & Lopez, F. G. (2013). College men's intimate partner violence attitudes: Contributions of adult attachment and gender role stress. *Journal of Counseling Psychology, 60* (1), 127-136.

Research has suggested that certain beliefs accepting physical, sexual, and psychological violence are risk factors for intimate partner violence. This study examines the combined contributions of adult attachment anxiety and attachment avoidance and masculine gender role stress in prediction of intimate partner violence. Male college students surveyed on experience in close relationships, masculine role stress, social desirability, attitudes toward male dating violence, and attitude toward intimate partner violence. The results indicated that the relationship between attachment insecurity and internalized traditional male role norms mediated acceptance of intimate partner violence. Implications for intimate partner violence prevention are discussed.

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.

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

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

older adolescents, more attention is paid to the social related implications of physical appearance rather than health outcomes.

McFarland, M. B. & Petrie, T. A. (2012). Male body satisfaction: Factorial and construct validity of the body parts satisfaction scale for men. *Journal of Counseling Psychology*, 5(9), 2, 329-337.

Body dissatisfaction has been identified as a key factor in men's development of eating disorders and depression. The Body Parts Satisfaction Scale for Men (BPSS-M) is a measurement used to assess body dissatisfaction among men. This study examine the validity and factor structure of the scale. The study indicated the support was found for convergent, discriminant, and concurrent validity. Results also indicated the body satisfaction contributes to men's experience of disordered eating, negative affect and mood, and psychological well-being.

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.

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

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

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

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

McKinney, K. G. (2009). Initial evaluation of active minds: A student organization

dedicated to reducing the stigma of mental illness. *Journal of College Student Psychotherapy*, 23, 281-301.

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

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.

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.

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

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

McRae, L., Gonzalez, J. E., Dominguez, V., Daire, A. P., & Liu, X. (2018). Factor analysis and construction of the acceptance of couple violence scale. *Measurement & Evaluation in Counseling & Development*, 51(3), 207–218.

Research literature pertaining to intimate partner violence (IPV) in same-sex relationships of college-age adults young adults is lacking. This study sought to develop a modified version of the Acceptance of Couple Violence (ACV) scale for use with LGBTQ college students to measure IPV. Results from exploratory and confirmatory factor analysis indicated that one-factor explained 73.62% of the variance in the ACV, thus one total score could be used to interpret participants responses.

McWhirter, B.T., Paolombi, B., & Garbin, G. (2000). University employees' perception of university counseling center services and consultation activities: A multidimensional scaling analysis. *Journal of College Counseling, 3*(2), 142- 157.

This study examined the counseling and consultation services of a counseling center located at a large southwestern university. Faculty and staff completed the Counseling and Consultation Services Survey. The survey consisted of a one-paragraph description of each of the 19 major services provided by the counseling center. Participants were asked to rate their awareness of the existence of the service, their perceived importance of the service, and its importance to their department. The survey also presented questions related to use of and referral to counseling center services. The authors report the responses of four groups of participants: counseling center staff, academic advisors and faculty, student affairs staff, and counseling faculty. Results illustrate that, in comparison to counseling center staff, other participants cluster fewer services into what may be considered the core functions of the counseling center.

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

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

Mehr, K. E., & Adams, A. C. (2016). Self-compassion as a mediator of maladaptive perfectionism and depressive symptoms in college students. *Journal of College Student Psychotherapy, 30*(2), 132-145. doi:10.1080/87568225.2016.1140991

This study examined the relationships between maladaptive perfectionism, self-compassion, and depressive symptoms in college students. Participants who were enrolled at two midsize public universities in the Northeastern United States completed the Self-Compassion Scale (SCS), the Almost Perfect Scale-Revised (APS-R), and the Center for Epidemiologic Studies Depression Scale (CES-D). The results are consistent with previous research demonstrating that higher levels of maladaptive perfectionism are related to higher levels of depression and consistent with previous findings on self-compassion, which suggest that it is negatively correlated with depression. The author's hypothesis that self-compassion would mediate the relationship between maladaptive perfectionism and depressive symptoms was supported by the results.

Mehr, K. E., & Daltry, R. (2016). Examining mental health differences between transfer and nontransfer university students seeking counseling services. *Journal of College Student Psychotherapy*, 30(2), 146-155. doi:10.1080/87568225.2016.1140996

The authors of this article examined the differences between transfer and non-transfer students regarding mental health factors, social involvement, and academic success. Data for this study was collected from a convenience sample of students attending an intake appointment for counseling services at a counseling center at a public university in the northeastern United States. Analyses showed that transfer students endorsed higher levels of symptoms of depression, and social anxiety, as well as greater academic and family problems, and less social involvement. No significant differences in self-reported GPA between transfer and non-transfer students were observed.

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

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

Meilman, P. W. (2016). Pressures ee face in running counseling centers on college and university campuses. *Journal of College Student Psychotherapy*, 30(1), 7-11. doi:10.1080/87568225.2016.1105641

The author describes the challenges of counseling center directors including an increasing range of services, representing the center in the public arena while simultaneously maintaining client confidentiality.

Meilman, P. W. (2016). Conforming a voluntary medical leave of absence policy to recent interpretations of disability law. *Journal of College Student Psychotherapy*, 30(1), 54-63. doi:10.1080/87568225.2016.1105665

The author provides a description of a voluntary medical leave of absence policy for students which has been ruled in compliance with current disability law.

Meilman, P.W. & Hall, T.M. (2006). Aftermath of tragic events: The development and use of community support meetings on a university campus. *Journal of American College Health*, 54(6), 382-384.

In this article, the authors describe the development and implementation of postvention services in the aftermath of college student deaths at a private, land-grant university in the northeastern U.S. The format of the model, called Community Support Meetings (CSMs), is described and the authors report that “it is very effective.” An informal assessment process is described.

Mejia-Smith, B. & Gushue, G. V. (2017). Latina/o college students' perceptions of career barriers: Influence of ethnic identity, acculturation, and self-efficacy. *Journal of Counseling & Development*, 95(2), 145-155. doi: 10.1002/jcad.12127

The social cognitive career theory emphasizes individual and contextual barriers related to a person’s career. Self-efficacy is an example of an individual barrier, whereas unequal access to opportunities is a contextual barrier. This study focused on the career self-efficacy of Latina/o college students and found that ethnic identity and acculturation influenced the perception of career barriers. Results from this study may help to inform college counselors working with Latina/o students preparing for the transition from college to career.

Melendez, M. C., & Melendez, N. B. (2010). The influence of parental attachment on the college adjustment of White, Black, and Latina/Hispanic women: A cross-cultural investigation. *Journal of College Student Development*, 51(4), 327-340.

This study focused on race and parental attachment as they relate to college women and influence their college adjustment. The Parental Attachment Questionnaire (Kenny, 1994) and Student Adaptation to College Questionnaire (Baker & Siryk, 1989) were administered to women students across 3 ethnicities. Parental attachment significantly predicted aspects of college adjustment differentially according to racial/ethnic subgroup – with implications for these women’s college experiences and work with diverse female student populations.

Melin, E.A. (2008). Rejection sensitivity and college student depression: Findings and implications for counseling. *Journal of College Counseling*, 11, 32-41.

Rejection sensitivity refers to fearful expectations of, bias toward perceiving and intense reactions to potential rejection. The current study examines the comparison of differences and similarities between genders related to rejection sensitivity and its relation to depression. A convenience sample of undergraduates who attended a public, medium-sized, Midwestern university completed the Rejection Sensitivity Questionnaire (RSQ) and the Center for Epidemiologic Studies Depression Scale (CES-D). Research results were modest, and not correlated with gender, but verified previous findings of a relationship between rejection sensitivity and depression.

Mellott, R.N., DeStefano, T.J., French-Bloomfield, J.F., & Kavcic, V. (1999). Relationship between counselor and client perceptions of psychological problems and counseling outcomes. *Journal of College Counseling*, 2(2), 134-147.

This study examined the level of congruence between client and counselor beliefs about psychological problems and its impact on counseling outcomes. Participants were students seeking counseling services at a university counseling and testing center and their counselors. Student participants provided demographic information and completed the Opinion about Psychological Problems (OPP), Opinions About psychological problems-Counselor Form (OPP-CF), the Student Adaptation to College Questionnaire (SACQ), the Counselor Rating Form (CRF), and the Client Satisfaction Questionnaire (CSQ). Staff counselors provided demographic information and the OPP-CF. Although results demonstrated differing views for causation and treatment of psychological problems, counseling outcomes were unaffected by congruence levels between clients and counselor beliefs.

Mellott, R.N. & Swartz, J.L. The drinking styles of college students (1998). *Journal of College Counseling*, 1, 121-134.

Data collected from undergraduates attending two, midsized Southwestern universities confirm the importance of familial alcoholism as a predictor of a more problematic drinking style in collegiate adult children of alcoholics. Implications for counseling practices are discussed.

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.

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

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

Merker, B.M., & Smith J.V. (2001). Validity of the MMPI-2 College Maladjustment Scale. *Journal of College Counseling*, 4, 3-9.

The College Maladjustment scale (Mt) for the Minnesota Multiphasic Personality Inventory (MMPI) is designed to discriminate between emotionally well-adjusted and emotionally maladjusted college students. In this study, a convenience sample was utilized of students enrolled at a Midwestern university completed the Student Adaptation to College Questionnaire (SACQ), the MMPI-2 (Mt) plus items from the MMPI-2 L scale. The authors concluded that significant negative correlations existed between the Mt scale and the SACQ scores, indicating that the Mt scale measure maladjustment, especially maladjustment in college students.

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

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

Meyer, D. (2001). Help-seeking for eating disorders in female adolescents. *Journal of College Student Psychotherapy, 16*, 23-36.

This study examined whether and why females are reluctant to seek counseling for their eating disorder symptomatology. Research participants were 238 high school juniors and seniors who responded to the *Questionnaire for Eating Disorder Diagnoses, Attitudes Toward Seeking Professional Psychological Help Short Form*, plus some additional questions drawn from the research literature. Sixteen percent of the participants were diagnosed as eating disordered, and 33% were symptomatic. Only two of this group reported that they were currently in counseling and two others reported that they had sought counseling for their eating concerns in the past. The three most prevalent reasons given for not seeking counseling were: “the problem wasn’t worrisome enough,” “I don’t believe I have a problem,” and “I don’t want anyone to know.”

Meyer, D. (2005). Psychological correlates of help seeking for eating-disorder symptoms in female college students. *Journal of College Counseling, 8*, 20-30.

In this study, examined the impact of fear of treatment, defense style, and internalization of societal beliefs about attractiveness on the likelihood that women with eating disorders would seek counseling. The author administered the *Questionnaire for Eating Disorder Diagnoses* to a convenience sample of undergraduate women who were enrolled in an introductory psychology course at a large Midwestern university. Twenty-five percent of the sample exhibited subclinical manifestations of eating-disorder symptoms and 78% of these exhibited some form of bulimic symptomatology. Only 15% of the participants in the eating-disordered group reported that they were seeing a therapist. Fifty-six percent of the participants with eating-disorder symptomatology did not believe their behaviors warranted therapy. Those with this belief

exhibited higher levels of immature defenses and lower endorsement of sociocultural norms concerning attractiveness than did women who believed treatment was needed.

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.

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.

Meyer, W. J., Morrison, P., Lombardero, A., Swingle, K., & Campbell, D. G. (2016). College students' reasons for depression nondisclosure in primary care. *Journal of College Student Psychotherapy*, 30(3), 197-205. doi:10.1080/87568225.2016.1177435

The authors examined the likelihood of depression disclosure and the reasons for nondisclosure among undergraduate students. Participants were undergraduates enrolled at a large public university in the Rocky Mountain West who completed a brief vignette describing a college student experiencing major depressive symptomatology. They then completed questionnaires that assessed their own stigma regarding depression, the likelihood they would disclose depression if they felt depressed, and the degree to which particular barriers would impede depression disclosure. Thirty-nine percent of the participants either would not disclose depression or were ambivalent about disclosure and demonstrated a higher rate of concern about being prescribed medications. Almost one-third of the participants expressed concern about a referral to a psychotherapist.

Michaels, P. J., Corrigan, P. W., Kanodia, N., Buchholz, B., & Abelson, S. (2015). Mental health priorities: Stigma elimination and community advocacy in college settings. *Journal of College Student Development*, 56(8), 872-875. doi:10.1353/csd.2015.0088

A study was conducted to evaluate the mental illness advocacy efforts of Active Minds (AM), an organization that works with campus chapters to promote advocacy. Through quantitative methods, a total of 46 participants engaged in the study to evaluate if the organizations prioritized help-seeking advocacy as much as mental illness stigma on campuses. The results suggest that the student organizations promote efforts that directly benefit individuals who suffer

from a mental illness more than the stigma reduction on campus. Implications from this study suggest that campus partners can focus more on promoting student well-being.

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

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

Myers, R. K., Nelson, D. B., & Forke, C. M. (2016). Occurrence of stalking victimization among female and male undergraduate students. *Journal of College Student Development*, 57(2), 213-218. doi:10.1353/csd.2016.0015

This study examined the occurrence of stalking, physical, sexual, and emotional violence over the past six months on campus. Participants were provided with an anonymous survey to collect data. The participants (n=910) were from three different urban colleges in Philadelphia, Pennsylvania. Results suggested that stalking occurred the most frequently for participants, and most of the offenders were not intimate partners. The results also suggested that stalking occurs at a more frequent rate for college students than previously believed. This is important for colleges and universities as stalking is now required to be reported under the Clery Act. College and university officials, counselors, and practitioners need to include more educational programming on stalking for the campus community. There are available resources that may be under-utilized if students are not aware of them and are unsure as to how to utilize those resources. Although previously not previously considered a form of violence, practitioners need to reconsider the types of violence a college student can experience, and further, the negative impacts of that violence for victims. Additionally, being a victim of stalking can result in poor physical health and mental health outcomes. Collaborative efforts can further education and allow students to interact with multiple resources at one time.

Michel, L., Drapeau, M., & Despland, J-N. (2003). A four session format to work with university students: The brief psychodynamic investigation. *Journal of College Student Psychotherapy*, 18(2), 3-24.

A four session Brief Psychodynamic Investigation was found to be effective in significantly reducing psychological distress in college students.

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

An increasingly prevalent amount of college students are living with Mental Health Disorders (MHDs). College counseling centers are a valuable resources for students who access them.

However, a large number of students who could benefit from the counseling center decide not to receive treatment. This study provides a description of Community Consultation, and Intervention program. This program was created to connect students who are unwilling to attend the college counseling center to alternative professional helping resources. The following major program components are reviewed: “intensive faculty and staff consultation, nontraditional student support, crisis intervention, counseling, advocacy, and case management”. The effectiveness of this program is illustrated by case studies.

Miller, K.L., Miller, S.M., & Evans, W.J. (2002). Computer-assisted live supervision in college counseling centers. *Journal of College Counseling*, 5(2), 187-192.

Demands of limited time for supervisory duties require that these duties are executed with maximum efficiency. The authors describe a “bug in the eye” (BITE) that delivers visual supervisory feedback during live counseling sessions. Hardware and software requirements, a comparison with other forms of supervision, evaluative feedback, limitations and recommendations are discussed.

Miller, M.J., Kelly, W.E., Tobacyk, J.J., Thomas, A., & Cowger, E.L. (2001). A review of client compliancy with suggestions for counselors. *College Student Journal*, 35(4), 504-513.

This article provides a theoretical perspective, and a brief review of the literature on compliance. The authors define compliance operationally as that behavior which occurs when a client fully participates in the outside-of-therapy assignments. Suggestions for counselors are offered on how to better increase client compliancy.

Miller, M. J., Minji, Y., Hui, K., Choi, N.Y., & Lin, R. H. (2011). Acculturation, enculturation, and Asian American college students’ mental health and attitudes toward seeking professional psychological help. *Journal of Counseling Psychology*, 58 (3), 346-357.

Research has suggested that Asian Americans have higher rates of mental illness than suspected but underutilize mental health services. This study examines the effects acculturation, enculturation and acculturated stress have on Asian American’s attitude toward seeking psychological services. The authors measured behavioral acculturation and enculturation, values enculturation, values acculturation, acculturative stress, acculturation gap family conflict, mental health, and attitudes toward seeking professional help. The results supported previous research for the model of acculturation and enculturation related to Asian American students’ mental health and attitudes toward seeking psychological help. The study also had new findings such as there was a significant relationship between behavioral acculturation and mental health. Future directions for research are discussed.

Miller, M. J. & Sendrowitz, K. (2011). Counseling psychology trainees’ social justice interest and commitment. *Journal of Counseling Psychology*, 58 (2), 159-169.

Social justice and advocacy are being more incorporated by counseling psychology programs.

This study uses a social-cognitive approach to understanding doctoral level counseling psychology students' social justice interest and commitment. Doctoral trainees completed different scales of the Social Issues Questionnaire. Social Justice self-efficacy, Social Justice Outcome Expectations, Social Justice Interests, and Social Justice Commitment were measured. The results indicated new findings supporting how the program environment can directly and indirectly relate to social justice and commitment. Implications for training and future research are discussed.

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.

Miller-Graff, L. E., Howell, K. H., Martinez-Torteya, C., & Hunter, E. C. (2015). Typologies of childhood exposure to violence: Associations with college student mental health. *Journal of American College Health*, 63(8), 539-549.

Approximately 71% of American youth have experienced exposure to at least one incident of violence in childhood. Because emerging adults commonly experience the onset of psychiatric disorders, it is important to examine connections between violence exposure and psychological functioning. This study examined typologies of childhood violence exposure (CVE) and the associations between demographic characteristics and mental health. Of the 395 college students who participated in this study, 83.46% reported a history of CVE with an average of 4 violent events. Four profiles of CVE emerged: Low-Exposed, Domestic-Exposed, Community-Exposed, and High-Exposed. First-generation students had a higher likelihood of being in the Domestic-Exposed or High-Exposed groups. Domestic-Exposed and High-Exposed groups had higher rates of mental health problems.

Milligan, C.K. (2006). Yoga for stress management Program as a complementary alternative counseling resource in a university counseling center. *Journal of College Counseling*, 9(2), 181-187.

The author describes the design, rationale and logistics for a Yoga for Stress Management Program (YSMP) that served as a complementary alternative therapy resource at a midsize, predominantly undergraduate university.

Millon, T., Strack, S., Milon-Niedbala, C.M., & Grossman, S.D. (2008). Using the Millon College Counseling Inventory to assess student mental health needs. *Journal of College Counseling*, 11(2), 159-172.

The authors introduce the Millon College Counseling Inventory (MCCI), its development and its utility for everyday use in college counseling centers. A case study is used to illustrate the use of the MCCI.

Mills-Novoa, A. (1999). Potential roles a college counselor can play in promoting the academic success of students of color. *Journal of College Counseling, 2*, 92-95.

This essay describes the means by which counselors can reduce the alienation felt by students of color attending a predominantly White institution (PWI). Institutional barriers, community barriers, and recommendations are made that the author believes will increase the likelihood of success for students of color who attend PWIs.

Milsom, A. and Coughlin, J. (2017), Examining person-environment fit and academic major satisfaction. *Journal of College Counseling, 20*, 250-262. doi:10.1002/jocc.12073

The authors of this study examined predictors of college major satisfaction, person-environment fit using Hollands trait-and-factor theory, and GPA. Participants were undergraduates who were enrolled at a large southeastern university who completed the Academic Major Satisfaction Scale (AMSS), and the Self-Directed Search. Linear regression analyses of collected data suggested that Holland's trait-and-factor theory might be useful for explaining differences in academic performance (i.e., GPA) among college students but not as useful for understanding college major satisfaction. Scores on the AMSS were significant predictors of GPA.

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

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

Minami, T., Davies, D. R., Tierney, S. C., Bettman, J. E., McAward, S. M., Averill, L. A. . . Wampold, B. E. (2009). Preliminary evidence on the effectiveness of psychological treatments delivered at a university counseling center. *Journal of Counseling Psychology, 56* (2), 309-320.

University counseling centers are one of the main providers of mental health services for college students. Archival data was used to examine over 6,000 clients over an 8 year span. The outcomes were assessed the Outcome Questionnaire-45.2 (OQ-45). The results indicated that counseling services were effective with clients with significant distress, especially for clients that returned for more than one session. Treatment outcome did not positively correlate with therapists' training level. Complaints of physical distress lead to a poorer prognosis and

substance abuse appeared to be the most difficult to treat. Implications for counseling centers are discussed.

Miranda, R., Soffer, A., Polanco-Roman, L., Wheeler, A., & Moore, A. (2015). Mental health treatment barriers among racial/ethnic minority versus white young adults 6 months after intake at a college counseling center. *Journal of American College Health, 63(5), 291-298.*

When examining barriers to treatment in college populations, much of the research has focused on white students. The following study examined differences in frequently cited barriers to treatment between college students who were racial/ethnic minorities and those who were white. 122 students who participated in the study were seen at a college counseling center for intake and a follow up was conducted 6 months later. Chi squared analysis and independent-samples t tests found that racial/ethnic minority students reported less previous treatment and treatment after their intake at the counseling center compared to their white counterparts. They also endorsed more treatment barriers, especially stigma-related concerns. They frequently cited financial concerns and lack of time as barriers. Multiple linear regression and logistical regression revealed that barriers associated with not following through with counseling recommendations were associated with greater depressive severity but not suicidal ideation.

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

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

Misch, D.A. (2011). College student assessment of the signs of alcohol poisoning: To dream the impossible dream. *Journal of Student Affairs Research and Practice, 48(2), 165 178.*

The author asks and answers the question: Can college students accurately assess a peer who is in imminent danger of dying from alcohol poisoning? The conclusion is that there is only one reliable way to avoid death from alcohol poisoning; unfortunately, it is not via college student evaluation of the signs of alcohol poisoning. The most effective way to reduce deaths from alcohol poisoning is simple, even though repudiated by many college students—drink moderately and responsibly.

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.

Mitchell, N.A. (2000). *Sister-friends: A counseling group for Black female undergraduates. Journal of College Counseling*, 3(1), 32-49.

The author describes a counseling group for Black female students enrolled at a predominantly White institution and designed to provide a coping mechanism with feelings of isolation. The article provides a description of the design of the group, and an assessment and recommendations.

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

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

Mitchell, S.L., Greenwood, A.K., & Guglielmi, M.C. (2007). *Utilization of counseling services: Comparing international and U.S. college students. Journal of College Counseling*, 10(2), 117-129.

This study examines utilization patterns for international and U.S. college students who used counseling services at a large, public university in the eastern U.S. Presenting concerns, diagnoses, GPA, living situations, sexual orientation, previous on-campus counseling, disposition, referral, premature termination rates, and mean number of sessions attended were similar between the two groups. International students were significantly more likely than U.S. students to have been hospitalized for psychiatric reasons, to have used crisis hours, and to express suicidal ideation. Other comparison between American and international student users of counseling services are also discussed.

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

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

Mitchell, S.L. & Lacour, M.A. (2001). Reported interpersonal violence and disposition decisions: The impact of client and counselor variables. *Journal of College Counseling* 4, 142-152.

The purpose of this study was to explore the impact of interpersonal violence on college counseling centers and their clients and the disposition of cases involving various types of interpersonal violence. Participants were clients who were enrolled at a large, urban, Northeastern, private university. Archival intake and termination data for the period of one academic year were utilized. Twenty percent of the clients reported experiencing either physical or sexual violence. Female clients were more likely than were male clients to report non-recent rape and physical abuse. Clients who had been in counseling previously were more likely than other clients to report non-recent rape and physical abuse at intake. The effect of other client and counselor variables on case dispositions is discussed.

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.

Mivelle, M.L., Romans, J.S., Johnson, D., & Lone, R. (2004). Universal-diverse orientation: Linking social attitudes with wellness. *Journal of College Student Psychotherapy*, 19(2), 61-79.

Universal-Diverse Orientation (UDO) refers to a positive social attitude toward other people that involves the simultaneous appreciation of both the similarities and differences that exist between oneself and others. The primary purpose of this study was to assess the relationships between UDO and other aspects of wellness. A convenience sample of undergraduates enrolled at a large,

Midwestern university completed the Millville-Guzman University-Diversity Scale, Short Form, the Self-Efficacy Scale, the Automatic Thought Questionnaire-Positive, the Life Orientation Test, the COPE scale, the Rosenberg Personal Esteem Scale, the Collective Self-Esteem Scale, and the Social Connectedness Scale. Results indicated that UDO is a social attitude significantly linked with several aspects of well-functioning, particularly those related to positive attitudes or beliefs toward self and others. Belief in oneself as a competent person was the primary predictor of UDO.

Moate, R. M., Gnilka, P. B., West, E. M., & Rice, K. G. (2019). Doctoral student perfectionism and emotional well-being. *Measurement & Evaluation in Counseling & Development, 52*(3), 145–155.

This study explored the associations for different types of perfectionism and perceived stress, life satisfaction, positive emotions, and negative emotions for a national sample of doctoral students. Participants were classified as either perfectionists or non-perfectionists. Results from a latent profile analysis supported three types of perfectionism (i.e., adaptive, maladaptive, and non-perfectionism) with adaptive perfectionists experiencing the lowest levels of perceived stress and negative and highest levels of positive emotions and life satisfaction. Researchers recommend that counselors utilize assessments of perfectionism to assess whether doctoral students are being hindered or benefited by their perfectionistic traits to tailor treatment interventions.

Mobley, A.K. (2008). College student depression: Counseling Billy. *Journal of College Counseling, 11*, 87-96.

This case study presents the conceptualization, course of treatment and outcomes for a male student presenting for counseling with depression. A review of various treatment options are provided.

Mobley, M., Slaney, R.B., & Rice, K.G. (2005). Cultural validity for the almost perfect scale-revised for African American college students. *Journal of Counseling Psychology, 52*(4), 629-639.

The Almost Perfect Scale Revised (APS-R) is utilized to measure perfectionism. The purpose of this study was to examine the validity of the APS-R for African American college students. A convenience sample of 251 African American undergraduate students from two large, Northeastern universities was surveyed. The results of this study support the use of the APS-R and its subscales in research on perfectionism for African American students who attend predominantly White universities.

Moffitt, L. B., Garcia-Williams, A., Berg, J. P., Calderon, M. E., Haas, A. P., & Kaslow, N. J. (2014). Reaching graduate students at risk for suicidal behavior through the interactive screening program. *Journal of College Student Psychotherapy, 28*(1), 23-34. doi:10.1080/87568225.2014.854675

The authors describe the Interactive Screening Program (ISP). Developed by the American Foundation for Suicide Prevention, the ISP is an anonymous, Web-based tool for screening and

engaging at-risk graduate students. The article includes descriptions of studies which have validated the ISP's effectiveness and qualitative anecdotal comments from graduate students who have utilized the ISP.

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

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

Moller, N.P., Fouladi, R.T., McCarthy, C.J., & Hatch, K.D. (2003). Relationship of attachment and social support to college students' adjustment following a relationship breakup. *Journal of Counseling and Development, 81, 354-369.*

Numerous studies suggest that parental attachment behaviors had higher ratings of current social support. This study investigated whether these two constructs are differentially related to indices of adjustment following a romantic relationship breakup. Although attachment did predict adjustment in this study, as hypothesized, perceived social support did not. But, the broader concept of connectedness to the general social environment did add predictive power. This may suggest that social connectedness represents a construct distinct from those measured by the other predictor variables.

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.

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

This study was based online in France, and data was pulled from a larger study that had occurred previously. The goal was to examine the connections between sleep problems and mental health

in college students, and the effect sex has on that connection. Sleep problems, it was revealed, were associated with mental health problems, including anxiety, mostly in female students. Male students also experienced mental health and sleep problems, but the ratios were lower.

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.

Moore, J., & Owen, J. (2014). Assessing outcomes: Practical methods and evidence. *Journal of College Counseling, 17*(2), 175-185. doi:10.1002/j.2161-1882.2014.00056.x

Using a sample of 52 clients from a university counseling center in the southern region of the United States, this study sought to examine clients' recall of their pre-counseling functioning using the three-item scale from Owen, Tao, et al. (2011). Participants' recall of functioning at intake was strongly correlated with their actual intake scores. These findings suggest that that relative efficacy (i.e., comparisons among process factors, such as working alliance or between client groups) can be tested reliably with retrospective methods of pre-counseling functioning.

Moores, L., & Popadiuk, N. (2011). Positive aspects of international student transitions: A qualitative inquiry. *Journal of College Student Development, 52*(3), 291-306.

This qualitative study utilized Critical Incident Technique method and a positive psychology framework to investigate facilitative factors, growth, and personal resources as positive aspects of 7 international students' cross-cultural transitions. Helpful factors in cross-cultural transitions among international students which emerged in the study included: growth/change, social support/building relationships, learning to navigate ones' host culture, findings enjoyable activities outside academic work, previous preparation, support from faculty and staff, persevering, and sense of belonging. The findings have implications for campus support programs and interventions when targeting international student populations.

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

The effectiveness of two strategies for improving student decision making—node-link mapping and social perspective taking (SPT)—are examined. NLM is a unique cognitive-based technique designed to visually portray ideas, feelings, facts, and experiences (Dansereau & Dees, 2002). A person using SPT an individual takes into account the point of view of other persons by imagining their perspectives (Bernstein & Davis, 1982; Underwood & Moore, 1982). A

convenience sample of participants attending a large southern university, using SPT were significantly better able to evaluate decision options and develop plans, suggesting that college counselors might increase the effectiveness of students' decision making by presenting a simple SPT strategy.

Mori, S.C. (2000). Addressing the mental health concerns of international students. *Journal of Counseling and Development*, 78, 137-144.

In addition to the normal stressors intrinsic to the college experience, international students who attend U.S. colleges and universities may experience numerous additional sources of stress. And yet, mainly for cultural reasons, this population generally underutilizes campus counseling services. Those who design and operate college counseling services can take steps to increase usage by international students by (1) co-locating counseling services with non-psychological services so as to overcome the perceived stigma that seeking counseling may accrue in some cultures; (2) proactively increasing the access to counseling services for international students; (3) including professional and paraprofessional staff from “other cultures” on counseling skills; (4) including topics that may increase staff cultural self-awareness when designing professional development programs; and (5) design counseling interventions that acknowledge the cultural differences and need for sensitivity to these differences in the counseling session.

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

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

Morris, T. R., & Lent, R. W. (2019). Heterosexist harassment and social cognitive variables as predictors of sexual minority college students' academic satisfaction and persistence intentions. *Journal of Counseling Psychology*, 66(3), 308–316.

This study provides a potential framework for modeling sexual minority college students' academic well-being development. The authors examined social-cognitive and cultural predictors of academic satisfaction as well as heterosexist harassment as a culture-specific predictor. Results suggest that sexual minority students' experiences of identity-based discrimination contribute to perceptions of decreased environmental supports, decreased academic satisfaction, and lower intentions to continue college enrollment.

Morrison Straforini, C. (2015). Dissertation as life chapter: Managing emotions, relationships, and time. *Journal of College Student Psychotherapy*, 29(4), 296-313. doi:10.1080/87568225.2015.1074021

The purpose of this article was to fill a void in the professional literature and to provide clinicians working with dissertators some guidance. Conceptual considerations, therapeutic strategies, and a case example are presented.

Moses, J., Bradley, G. L., & O'Callaghan, F. V. (2016). When college students look after themselves: Self-care practices and well-being. *Journal of Student Affairs Research and Practice*, 53(3), 327-340. doi:10.1080/19496591.2016.11574

The authors wanted to examine students; practice of self-care and their overall well-being. The questions guiding this study were: (a) Is there a relationship between self-care and well-being? and (b) What behaviors are and are not linked with an increase in students' sense of well-being? This study was conducted at a public Australian university and a total of 206 participants engaged in the study. Results suggested sleep hygiene, receiving social supports, and mindful acceptance were the most significant self-care practices, whereas physical activity and mindfulness did not have significant results for self-care practices. For female participants, the most significant predictor of wellness was awareness. Another significant predictor of well-being was students' social support. And other significant predictors of well-being was sleep hygiene and healthy-eating. Implications for this study support programming related to teaching and demonstrating self-care practices for students. The encouragement of self-care practices can lead to an increase in self-care and an increase in well-being. Another implication of this study is to include education in mindfulness and awareness in college courses to reinforce the promotion of student self-care.

Motulsky, S. L., Gere, S. H., Saleem, R., Trantham, S. M. (2014). Teaching social justice in counseling psychology. *The Counseling Psychologist*, 42(8), 1058–1083.

Social justice is a necessary value and commitment for the profession of counseling to embrace. The authors of this study present a case study of a master's counseling psychology program at Lesley University in Cambridge, Massachusetts, has integrated social justice awareness and advocacy competencies. In this program: faculty collaborate to reach goals, social justice is incorporated across the curriculum in as many classes as possible, and clinical skills incorporating social justice are developed.

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

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

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

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

Much, K., Wagener, A. M., Breitreutz, H. L., & Hellenbrand, M. (2014). Working with the millennial generation: Challenges facing 21st-century students from the perspective of university staff. *Journal Of College Counseling, 17(1), 37-47.* doi:10.1002/j.2161-

The purpose of this study was to explore the issues that traditional-age undergraduate students of the millennial generation experience during the transition to college. A convenience sample for this preliminary study consisted of individuals made up of student affairs professionals and academic advisers at a mid-sized public institution and asked to describe their experiences when working with millennial students. The 15 participants were Caucasian, had between 3 and 32 years of experience in higher education, and all but one held a master’s degree (one had a bachelor’s degree). Analysis of interviews yielded three distinct themes – exempt from following rules (subthemes – *I am the exception to the rule* and *I follow my own conduct code*; passive approach to problem-solving (subthemes- *tendency to blame others* and *ignore problems and they go away*, and dependence on others for problem-solving (subthemes- *parental involvement and expect problems to be solved by others*.

Mueller, J.A., & Cole, J.C. (2009). A qualitative examination of heterosexual consciousness among college students. *Journal of College Student Development, 50 (3), 320-336.*

The purpose of this study was to explore how heterosexual college students understand and make meaning of their life experiences and how they incorporate those into their sexual orientation consciousness. Fourteen self-identified, heterosexual undergraduate and graduate students participated in interviews and discussed the sources of and mechanisms for learning about their sexual orientation, the role of faith in their views on sexuality, distancing themselves from homophobia, and the invisibility of heterosexuality. Implications for practice and further research are discussed.

Mulholland, A.M. & Mintz, L.B. (2001). Prevalence of eating disorders among African American women. *Journal of Counseling Psychology, 48(1), 111-116.*

This study targeted a population of African American women enrolled on a predominantly White campus at a large, public university in the Midwest. The purpose was to examine prevalence rates of DSM-IV eating disorders. No women in the study group were classified as having anorexia nervosa or bulimia nervosa. Two percent of the group was classified as having an eating disorder not otherwise specified. These findings are in the same range as those obtained for comparative Caucasian samples.

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.

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 severe 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.

Muñoz, S. M. (2013). "I just can't stand being like this anymore": Dilemmas, stressors, and motivators for undocumented Mexican Women in higher education. *Journal of Student Affairs Research and Practice*, 50(3), 233–249.

This study examines the stress factors associated with college persistence among a sample of four undocumented Mexican immigrant women from a small rural community in the Rocky Mountain region who attended a mid-size university located in the region. The in-depth interviews yielded four major themes: 1) financial stressors and missed opportunities; 2) making meaning in their college degrees as undocumented immigrants; 3) coping with stress while navigating legal status; and 4) anxiety with the navigation of campus resources and climate.

Murphy, M. (2006). Taming the anxious mind: An 8-week mindfulness meditation group at a university counseling center. *Journal of College Student Psychotherapy*, 21(2), 5-13.

Mindfulness meditation is based on the premise of cultivating a mind-state that is focused in the present moment in a nonjudgmental way. This article describes such a group at a university counseling center used to treat students presenting with anxiety. Pre- group considerations, group format, reactions of group members, potential problems and considerations for group leaders are covered in the article.

Murphy, M.C. & Martin, T.L. (2004). Introducing a team-based clinical intake system at a university counseling center: A good method for handling client demand. *Journal of College Student Psychotherapy*, 19(2), 3-12.

The authors provide citations that point out the dilemmas faced by college and university counseling center clinical systems with emphasis on the problems of meeting demand for service. This article describes an alternative approach to the traditional wait-list model intake system. A team-based clinical system every counselor in the center, is assigned a clinical team responsible for the intake, disposition, and staff of their clients. After a year, the new model was evaluated very positively.

Murray, C.E. & Kardatzke, K.N. (2007). Dating violence among college students: Key issues for college counselors. *Journal of College Counseling, 10, 79-89.*

Together with an extensive review of the related literature, the authors present six key issues to inform the practice of college counseling with students affected by dating violence. 1) Physical and sexual dating violence are common on college campuses; 2) Psychological dating violence appears to be more common than physical and sexual dating violence; 3) Researchers have identified individual risk factors for college student dating violence; 4) Certain relationship dynamics may make it more likely for dating violence to occur within college students' relationships, particularly dynamics related to power and control; 5) College students who experience dating violence are more likely to tell friends about their experiences than they are to report the violence to counselors and/or law enforcement officials; 6) Violence may be overshadowed by clients' other presenting problems in college counseling centers. Future directions for practice and research are discussed.

Murray, C.E., Wester, K.L., & Paladino, D.A. (2008). Dating violence and self-injury among undergraduate college students: Attitudes and experiences. *Journal of College Counseling, 11(1), 42-57.*

1,777 undergraduates completed an online survey about dating violence and self-injury in this study. Controlling for basic demographics, attitudes toward self-injury, and attitudes toward dating violence, the authors found that recent dating violence victimization experiences were predictive of self-injury within the past 90 days. The model explained 6% of variance in recent self-injury, and tentatively suggested a co-relationship between dating violence and self-injury.

Murrell, A. R., Lester, E. G., & Sandoz, E. K. (2015). Grounding turbulent minds: The challenges of mindfulness-based interventions for college students with ADHD and how to overcome them. *Journal of College Student Psychotherapy, 29(4), 314-328.* doi:10.1080/87568225.2015.1074022

There are many challenges for clinicians when treating students with Attention Deficit Hyperactivity Disorder. This article outlines some of those challenges and highlights ways to overcome them using intervention research, more specifically clinical behavior analysis.

Museus, D. D., Lambe Sariñina, S. A., & Ryan, T. K. (2015). A qualitative examination of multiracial students' coping responses to experiences with prejudice and discrimination in college. *Journal of College Student Development, 56(4), 331-348.* doi:10.1353/csd.2015.0041

The authors wanted to gain insight into college students' (who identify as mixed-race), experiences coping with discrimination and prejudice. For this study, the guiding research question sought to examine what coping strategies were used by college students who experienced prejudice and discrimination? Purposeful sampling was used to gain participants with varied and rich experiences to share. The sample consisted of 22 college students who identified as mixed-race and attended one of seven universities on the East Coast of the United States. The results suggest that one coping strategy used by participants was educating the individuals who discriminated against them. Next, students turned to their peer networks for support from others when prejudice or discrimination was experienced. Students also identified that racial boundaries were ignored and their personal background was used as a way to relate to students of other racial backgrounds. And finally, students minimized their experiences as a way to reduce the negative impact of the experiences. Implications from this study recommend colleges and universities include education on multiracial issues in their classes and promote social justice advocacy opportunities on campus. Universities should also create spaces that allow college students a safe environment to discuss their experiences with each other and to utilize the appropriate resources on campus.

Nadal, K.L., Pituc, S.T., Johnston, M.P., & Esparrago, T. (2010). Overcoming the model minority myth: Experiences of Filipino American graduate students. *Journal of College Student Development, 51* (6), 694-706.

This paper presents a qualitative exploration of the experiences of Filipino American graduate students. On-line, open-ended surveys publicized nationally, elicited responses from Filipino Americans currently or recently enrolled in U.S. graduate school programs. Five themes emerged from participants' responses: deficiencies and lack of resources for Filipino American graduate students; positive experiences as Filipino American graduate students; experiences with support systems; experiences due to race, ethnicity and racism; and recommendations for improving Filipino American graduate school experiences.

Nadal, K. L., Wong, Y., Griffin, K. E., Davidoff, K., & Sriken, J. (2014). The adverse impact of racial microaggressions on college students' self-esteem. *Journal of College Student Development, 55*(5), 461-474. doi:10.1353/csd.2014.0051

The authors examined the relationship between racial microaggressions and college students' level of self-esteem and attempted to answer the following research questions: (a) Are racial microaggressions a predictor of lower self-esteem? (b) Are specific types of racial microaggressions predictors of lower self-esteem? And (c) Do individuals of diverse racial groups experience racial microaggressions differently? Participants for this study consisted of 225 undergraduate students who were currently enrolled at a university at the time of the study. A total of 163 participants were born within the United States, and 62 participants were born outside of the United States. The authors included White participants (19.1%) in this study as previous literature supported that White people do experience microaggressions, although it is less frequent than people of color. All participants (n=225) completed the online survey and demographic questionnaire, with each session or research lasting approximately 30 minutes. The results suggest that there is a relationship between experienced racial microaggressions and an

individual's self-esteem. Although the relationship was weak, it does suggest that the more racial microaggressions experienced by an individual, the lower the individual's self-esteem. Further, the results suggest that a person exhibits lower self-esteem when those individuals experience microaggressions when individuals are treated like "criminals" or "second-class citizens", and microaggressions that are experienced at work or school. Some implications of these results suggest that Student Affairs practitioners should be educated on different types of microaggressions as to diminish the negative impacts those experiences can have on a person's self-esteem. Additionally, practitioners can help encourage students to develop healthy coping skills that can be utilized when microaggressions are experienced. And finally, professionals in the field and help promote discussions about microaggressions so students can find support from one another.

Nafziger, M.A., Couillard, G.C., Smith, T.B., & Wiswell, D.K. (1998). Normative data on the college adjustment scales from a university counseling center. *Journal of College Student Development, 39(3), 283-290.*

Despite the growing need to demonstrate the efficacy and value of their services, many counseling centers have been slow to use reliable and valid instruments to assess concerns and measure therapy outcomes. The College Adjustment Scales (CAS) may be useful to accomplish this goal. This study compared data from a university counseling center sample with data of a non-counseling center student sample. Normative data from this limited study indicated that clients of the counseling center differed significantly from two non-client comparison groups, especially in reported problems with anxiety, depression and self-esteem.

Nafziger, M.A., Couillard, G.C., & Smith, T.B. (1999). Evaluating therapy outcome at a university counseling center with the College Adjustment Scales. *Journal of College Counseling, 2(1), 3-12.*

An outgrowth of the current economic and political climate has been the emergence of brief therapy and time-limited therapy models as the preferred treatment modalities in many college mental health settings. This study is an assessment of outcomes associated with short-term counseling in a university counseling center. Students who sought services over a two and a half year period provided demographic information and completed the College Adjustment Scales at intake and again after their sixth counseling session. Statistically significant decreases in reported symptomatology were found on all CAS scales.

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

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

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 Development*, 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.

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

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

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

Many students choose to seek psychological services due to a variety of challenges and experiences. The authors examine the influence gender may have on attitudes toward seeking psychological help as well as cultural factors could influence gender differences. Results indicated that females are more likely to have a positive attitude toward psychological services compared to males. Caucasian American students exhibited larger gender differences compared to Asian or Asian American students, but students from Western culture were more likely to seek help. Implications for the study include psychological services creating services that are more responsive and appropriate for clients.

Nam, S. K. & Lee, S. M. (2015). The role of attachment and stigma in the relationship between stress and attitudes toward counseling in South Korea. *Journal of Counseling & Development*, 93(2), 212-224. doi: 10.1002/j.1556-6676.2015.00197.x

College students face many stressors as they transition out of their homes and into college life and responsibilities. These stressors increase the likelihood of mental illnesses, such as anxiety, depression, alcohol abuse, and eating disorders. Although this is commonly known, most college students do not seek help from mental health professionals, leaving what is often referred to as a service gap. Researchers examined the role of attachment and stigma to the relationship between stress and attitudes towards seeking help in 298 undergraduate students in South Korea.

Napper, L. E., LaBrie, J. W., & Hummer, J. F. (2015). Anxiety and the use of alcohol-related protective behavioral strategies. *Journal of College Counseling, 18*(1), 21-36. doi:10.1002/j.2161-1882.2015.00066.x

The authors investigated the moderating effects of anxiety on the relationship between 3 different types of protective behavioral strategies and negative consequences among heavy-drinking students accessing college counseling services. Participants, who were enrolled at a West Coast private university, formed a large convenience sample (N = 97). Data were collected from participants utilizing the Daily Drinking Questionnaire (DDQ; the Alcohol Use Disorders Identification Test (AUDIT; the Brief Young Adult Alcohol Consequences Questionnaire, and the Anxiety subscale of the Depression Anxiety Stress Scales–21. Results revealed a significant interaction between anxiety and strategies while drinking, suggesting that these simple strategies may be particularly beneficial for students who drink heavily and experience high levels of anxiety.

Nasar, J. L., & Devlin, A. S. (2011). Impressions of psychotherapists' offices. *Journal of Counseling Psychology, 58*(3), 310-320.

This article reports on a series of 2 studies which examined college student clients' perceptions of counseling offices and implications for student help-seeking utilization of, and retention in counseling. Office décor, namely, an office's ability to convey softness or personalization, influenced choices about therapists and perceptions of quality of care (allowing for other influences such as level in school, gender, institutional characteristics, previous counseling, etc.). There are possible implications for outreach and engagement of college clientele.

Nath, S.R. (2008). Academically successful students with serious mental health difficulties: A psychodynamic developmental perspective. *Journal of College Student Psychotherapy, 18*(4), 17-27.

Are intellectual brilliance and severe mental illness oxymoronic? The author provides a clinical and theoretical perspective about the relationship between intelligence and mental health difficulties.

Navarro, R. L., Flores, L. Y., Legerski, J.-P., Brionez, J., May, S. F., Suh, H. N., Slivensky, D. R., Tapio, F., Lee, H.-S., Garriott, P. O., Hunt, H. K., Desjarlais, C. D., Lee, B.-H., Diaz, D., Zhu, J., & Jung, A.-K. (2019). Social cognitive predictors of engineering students' academic persistence intentions, satisfaction, and engagement. *Journal of Counseling Psychology, 66*(2), 170–183.

This study examined the role of social-cognitive, environmental, and personality variables in engineering persistence intentions, engagement, and satisfaction for a sample of 1,335 engineering students. Results highlighted the importance of considering intersectional identities and social contexts when applying the social cognitive career theory and developing interventions aimed at increasing participation in engineering. More specifically, interactions were found among race/ethnicity, gender, and institutional context which moderated social-cognitive relations and differentially explained academic engagement, satisfaction, and persistence intentions for engineering undergraduates.

Nelson, S. C., Bahrassa, N. F., Syed, M., & Lee, R. M. (2015). Transitions in young adulthood: Exploring trajectories of parent–child conflict during college. *Journal of Counseling Psychology*, 62(3), 545-551.

The goal of this study was to examine different trajectories of parent–child conflict over the college years, and then investigate the relationships between these observed trajectory groups and gender, race, immigration status, and psychological distress. A sample size of 230 undergraduate students drawn for a larger study was utilized. Data was collected using the Family Conflict Scale-Short Form (FCS) and Kessler Psychological Distress Scale (K10). Findings produced four trajectories and indicated independent, complex associations among factors and distress.

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

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

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

300 students, 150 with ADHD and 150 without ADHD, were monitored between 2011 and 2016, for symptoms of depression and anxiety. Students who self-reported ADHD also reported a higher degree of anxiety and depressive symptoms. Females with ADHD also presented with higher rates of anxiety and depressive symptoms than men. In addition, parent reports were analyzed and researchers discovered that parental reports indicated higher levels of symptoms than self-report measures completed by students.

Ness, M.E., & Murphy, J.J. (2001). Pretreatment change Reports by clients in a university counseling center: Relationship to inquiry technique, client, and situational variables. *Journal of College Counseling*, 4(1), 20-31.

Pretreatment change refers to improvements in a clients' presenting problem that occur between the time the client makes an appointment for counseling and the first session. The authors provide a review of related research before reporting the results of their study. Their purposes for the study were to compare the effect on pretreatment change of two inquiry techniques at intake, one suggesting that pretreatment change often occurs, and one neutral. A second, exploratory, purpose was to examine the relationship between five client and situational variables and reports of pretreatment change. Participants were students who requested services at a counseling center on a public liberal arts university in the south-central U.S. Pretreatment change was reported by nearly one fourth of all clients. There were no significant differences associated with inquiry techniques.

Neville, H. A., Poteat, V. P., Lewis, J. A., & Spanierman, L. B. (2014). Changes in White college students' color-blind racial ideology over 4 years: Do diversity experiences make a difference? *Journal of Counseling Psychology, 61*(2), 179-190.

Color blind racial ideology (CBRI) are beliefs that distort the existence of racism. The purpose of this study was to examine potential changes in White college students' CBRI during their college experience. The 857 White college student participants were part of a larger, longitudinal study. Finding supported the association between college diversity experiences, such as diversity courses and relationships with Black peers, and changes in CBRI. Greater interaction with diversity led to a significant decrease in CBRI.

Newhart, S., Mullen, P. R., & Gutierrez, D. (2019). Expanding perspectives: Systemic approaches to college students experiencing depression. *Journal of Counseling & Development, 97*(3), 260–269.

College counseling centers primarily provide individual therapy to their clients, which does not directly address the influences of students' social systems on their mental health. Previous studies have identified family and peer systems as significant influencers on college students' mental health. Authors of this article highlight relevant research regarding the influence of these systems on students' mental health, particularly students experiencing depression, and introduce systems theory. Authors provide two case illustrations that integrate systemic approaches in the treatment of students experiencing depression. Implications for future college counselors suggest that utilizing a systemic approach can allow counselors to work more directly with students' system to increase social support and resolve systems-based conflicts that impact depression.

Nguyen-Feng, V. N., Romano, F. N., & Frazier, P. (2019). Emotional abuse moderates efficacy of an ecological momentary stress management intervention for college students. *Journal of Counseling Psychology, 66*(4), 461–472.

Using a randomized control trial, this study sought to examine the efficacy of an ecological momentary intervention (EMI) aimed at reducing the psychological distress experienced by undergraduate students with and without an emotional abuse history. Students (N = 382) were randomly assigned to either receive an stress management EMI or an ecological momentary assessment with self-monitoring of stressors and mood. Results showed that the EMI was feasible with college students and was effective for those with a history of emotional abuse.

However, the intervention did not appear effective for the general student sample and was less effective when compared to a web-based version.

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

This study examines the experiences of college women with disabilities who experienced sexual assault or intimate partner violence, and their help-seeking for mental health needs. 27 women in the target group were interviewed, and revealed that many women downplayed their experiences and either avoided seeking help or did not do so for several months following the sexual assault/IPV episode. In women who did seek help immediately, there was usually an incidence of escalating mental health concerns. Women who did seek services report feeling satisfied when validated by their healthcare providers, but also report feeling invalidated when having to wait for care or when seeing a professional not properly trained.

Nielsen, J.A. (2001). Successful university students with learning disabilities. *Journal of College Student Psychotherapy, 15(4), 37-48.*

This qualitative study examined the experiences of eight college student. Common to each of the eight was an emphasis on the desirability of early diagnosis and of having general education instructors knowledgeable and sensitive to those in their classes with this type of disability.

Nilsson, J.E., Berkel, L.A., Flores, L.Y., & Lucas, M.S. (2004). Utilization rate and presenting concerns of international students at a university counseling center: Implications for outreach programming. *Journal of College Student Psychotherapy, 19(2), 49-59.*

This study was designed to determine the utilization rate of counseling on the campus of a large Eastern university and to understand the concerns among international students in order to identify relevant topics for outreach programming. International students who sought counseling at the university's counseling center during one academic year completed a demographic intake form and a counseling center problem checklist. Results indicated underutilization of counseling services by international students at this university. The most common concern among the participants was depression, anxiety, loneliness, low self-esteem, and academic concerns including selection of a major/career area, getting good grades.

Nilsson, J.E., Butler, J., Shouse, S., and Joshi, C. (2008). The relationship among perfectionism, acculturation, and stress in Asian international students. *Journal of College Counseling, 11(2), 147-158.*

Acculturation is defined as a process of cultural change that results from repeated, direct contact between two distinct cultural groups. Healthy perfectionism refers to the thoughts and behaviors of individuals who are high achievers, have realistic expectations, and derive satisfaction from hard work. Neurotic perfectionism refers to the disposition of individuals who irrationally strive for extreme, unrealistic levels of excellence and rarely feel satisfied with their accomplishments.

The purpose of this study was to examine the relationships among perfectionism, acculturation, and stress in Asian international students. International college students from Asia (no institutional data provided) completed the American-International Relations Scale, the College Stress Inventory, and the Frost Multidimensional Perfectionism Scale (F-MPS). Findings revealed that both perfectionism and acculturation predicted stress in these students and that together they explained 50% of the variance in stress, a large effect size. Acculturation predicted stress above the variance accounted for by perfectionism. The authors discuss implications for counselors.

Nishimura, N.J. (1998). Assessing the issues of multiracial students on college campuses. *Journal of College Counseling, 1*, 45-53.

For the purposes of this study a multiracial person was operationally defined as someone with two or more socially distinct racial heritages one or more from each parent. This article reports the results of qualitative preliminary research involving members of a multiracial campus support group consisting of undergraduate multiracial students enrolled at a private, Midwestern university. Common themes included: 1) race is an ever-present issue; the difficult task of identity development is compounded by the fact that most people, including their parents, do not know what it is like to be multiracial; multiracial identity development is a complex process. Implications for counselors and others who provide student support are discussed.

Noble, C. L., Ashby, J. S., & Gnilka, P. B. (2014). Multidimensional perfectionism, coping, and depression: Differential prediction of depression symptoms by perfectionism type. *Journal of College Counseling, 17*(1), 80-94. doi:10.1002/j.2161-1882.2014.00049.x

This study examined the relationship between multidimensional perfectionism, coping, and depression in a convenience sample of 405 undergraduate students attending a large urban university in the southeastern United States. Adaptive perfectionists had the lowest levels of depression, non-perfectionists had moderate levels of depression, and maladaptive perfectionists had the highest levels of depression. The three groups also exhibited significantly different patterns of coping.

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.

Nolan, J.M, Ford, S.J.W., Kress, V.E., Anderson, R.I., & Novak, T.C. (2005). A comprehensive model for addressing severe and persistent mental illness on campuses: The new diversity initiative. *Journal of College Counseling, 8(2), 172-179.*

Research indicates that, increasingly, students who are entering college will be diagnosed with or will experience symptoms of a severe mental disorder. This article describes a comprehensive, campus-wide program using multidisciplinary teams developed at a small, private liberal arts college. The program's goals were to educate the campus about mental illness and as it affects the college student population, provide guidance about the means to interact with students experiencing psychological distress, and to provide information about available resources available to deal with this population, if needed.

Nolan, S.A., Pace, K.A., Iannelli, R.J., Palma, T.V., & Pakalns, G.P. (2006). A simple and effective program to increase faculty knowledge of and referrals to counseling centers. *Journal of College Counseling. 9(2), 167-170.*

The authors describe a program designed to increase faculty awareness of counseling center services and targeted at new faculty members at three diverse U.S. universities; a private research university in the South, a national, private university in the Northeast with a religious affiliation; and a regional, public, urban university in the Midwest. Ne faculty members received a mailing of information related to the counseling center and a personal telephone call. The targeted faculty were significantly more likely to report that they had received information than those faculty who received only standard information at faculty orientations.

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

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

Nordstrom, A. H., Goguen, L. S., & Hiester, M. (2014). The effect of social anxiety and self-esteem on college adjustment, academics, and retention. *Journal of College Counseling, 17(1), 48-63. doi:10.1002/j.2161-1882.2014.00047.x*

The purpose of this study was to examine how social anxiety affects the academic, social, emotional, and institutional adjustment to college in first-semester students and the role of self-esteem in this process. Using a convenience sample of 490 students ages 18 to 56 who were

recruited from introductory English and history courses on two small Northeastern universities, the authors conducted surveys during the 2nd and 11th week of their 1st semester of college. Findings included that self-esteem apparently mediated relations between social anxiety and academic, social, and institutional adjustment.

Nosanow, M., Hage, S.M., & Levin, J.S. (1999). Group intervention with college students from divorced families. *Journal of College Student Psychotherapy, 14(1), 43-57.*

This article reports the results of an exploratory study that examined the effectiveness of a psycho-educational counseling group for students from divorced families. Selection process for group members, criteria for acceptance into the group, an outline of goals for each of the eight group sessions, and the methodology for data collection are presented. Findings suggested that group counseling can provide an important experience promoting the psychological health of college students from divorced families.

Novik, M. G., & Boekeloo, B. O. (2013). Comparison of student self-reported and administrative data regarding intercession into alcohol misuse among college freshmen dormitory residents. *Journal of College Student Development, 53(6), 797-810.*

Because first-year university students most commonly live in residence halls, residence responses to alcohol misuse are of special interest. This study of Residence Life intercession into residents' alcohol misuse included self-report surveys of students and Resident Life documentation. 71% of residents reported alcohol misuse; however, only small portions of students (between 6 – 8%) of drinkers were documented with violations, less than 2% were referred for alcohol-related counseling, and .3% were taken to the emergency room. Overall, Residence Life intercession for alcohol use was infrequent (however, some or most problematic drinking might occur off-campus).

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.

O'Brien, K. M., Risco, C. M., Castro, J., Goodman, L. A. (2014). Educating undergraduate students to work with children of abused women. *The Counseling Psychologist, 42(7), 972-997.*

The purpose of this study was to describe and evaluate the efficacy of a university–community partnership in which undergraduate students were educated about intimate partner violence. Education was provided through the use of a didactic course and an optional service-learning experience. This study used quantitative and qualitative analyses to assess changes in students' knowledge about intimate partner violence, resources available for survivors, how to respond to a friend who is being abused, and their own perceptions on personal change. Results indicated

that after participation in the university–community partnership, students gained knowledge about intimate partner violence and the resources available to survivors, improved in their responses to a hypothetical scenario, and reported enhanced personal awareness of the complexities associated with intimate partner violence.

O’Conner, R.C., & O’Conner, D. B. (2003). Predicting hopelessness and psychological distress: The role of perfectionism and coping. *Journal of Counseling Psychology*, 50(3), 362-372.

The purpose of this study was to test a model that focuses on the relationship between coping and perfectionism to predict changes in two measures of well-being: psychological stress and hopelessness. Participants were undergraduates enrolled at one of two British universities who completed several instruments designed to collect data related to the purpose of the research. Results indicated a link between socially prescribed perfectionism and psychological well-being. Avoidance coping moderated the link between perfectionism and well-being beyond initial levels of distress.

O’Dea, J. A., & Abraham, S. (2002). Eating and exercise disorders in young college men. *Journal of American College Health*, 50(6), 273-278.

The purpose of this study was to investigate eating and exercise disorders in a male college population who were enrolled at an Australian university. One fifth of the men in the sample of 93 undergraduates worried about their weight and shape, followed rules about eating, and limited their food intake. Twenty-seven percent followed rules about exercising and 14% worried about the amount of exercise they managed to perform. A small percentage of the sample met the standards for clinical diagnoses for various eating disorders.

Odenweller, T., & Tucker, L. & C.M. (2002). Exploring relational and individualistic counseling preferences of culturally diverse college students. *Journal of College Counseling*, 5, 153-163.

Their study explored the impact of gender and ethnicity on preferences for a counseling approach that focuses on the individual versus an approach that incorporates familial and relationship responsibility. A convenience sample of students listened to audio tapes fabricated to depict counseling sessions designed to reflect basic theoretical and practical differences associated with two counseling approaches: relational-focused and individualistic. Participants provided demographic information and completed the Counselor Rating Form-short Version. Results indicated that neither gender nor ethnicity was associated with preferences for a counseling approach.

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.

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.

Ojeda, L., Flores, L. Y., & Navarro, R. L. (2011). Social cognitive predictors of Mexican American college students' academic and life satisfaction. *Journal of Counseling Psychology*, 58 (1), 61-71.

The Social Cognitive Model of Well Being was used to predict academic and life satisfaction for Mexican American students attending a Hispanic-Serving Institution. Participants were measured on positive affect, acculturation and enculturation, college self-efficacy, college outcome expectations, academic goal progress, academic satisfaction, and life satisfaction. The results indicated that positive associations were found between positive affect and enculturation, acculturation, college self-efficacy, academic satisfaction, and life satisfaction. In addition, 38% of the variance in academic satisfaction were explained by the predictor variables. Implications for future research are discussed.

Okagaki, Helling, M.K., & Bingham, G.E. (2009). American Indian college students' ethnic identity and beliefs about education. *Journal of College Student Development*, 50 (2), 157-176.

Native American and European American students were recruited to participate in a study focused on their educational and ethnic beliefs and their perceptions of their mother's and father's support for education. The American Indian students were recruited from one state university and two tribal colleges. The European American students were recruited from the same state university and one additional state university. American Indian students reported that they believed that education has a pragmatic purpose in helping them achieve their personal goals more often than European American students reported this belief. They also affirmed their ethnic identity more strongly, and felt closer to their ethnic group than did European American students.

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.

Ollen, E. W., Ameral, V. E., Palm Reed, K., & Hines, D. A. (2017). Sexual minority college students' perceptions on dating violence and sexual assault. *Journal of Counseling Psychology*, 64(1), 112-119.

College students are a particularly vulnerable demographic for sexual assault (SA) and dating violence (DV), but research quantity is skewed in the favor of sexual majorities. However, sexual minority students experience victimization at equal or higher rates. This study explored sexual minority college students' perceptions of the SA and DV prevalence, risk and protective factors, and barriers to seeking help. Utilizing the theoretical approach of minority stress framework, a total of 14 students participated in two focus groups. Results from the majority of students in both focus groups perceived DV and SA among sexual minorities to be less common when compared to their heterosexual counterparts.

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

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

components, and utilization. The authors discuss the implementation of the program at a university.

Orcutt, H.K. (2006). The prospective relationship of interpersonal forgiveness and psychological distress symptoms among college women. *Journal of Counseling Psychology*, 53(3), 350-361.

A longitudinal convenience sample of female undergraduate students attending a large, Midwestern university was utilized to examine the prospective impact of forgiveness on psychological distress symptoms. Results of this preliminary study indicated that offense-specific forgiveness was significantly and negatively associated with psychological distress is supportive of the potential benefit of forgiveness-based interventions in reducing psychopathology.

Orenstein, M. (2000). Picking Up the Clues: Understanding undiagnosed learning disabilities, shame, and imprisoned intelligence. *Journal of College Student Psychotherapy*, 15(2), 35-46.

This article examines the experiences of adults with undiagnosed learning disabilities and focuses on how this condition impacts human development and behavior.

Ortega, N. E., Wang, K. T., Slaney, R. B., Hayes, J. A., & Morales, A. (2014). Personal and familiar aspects of perfectionism in Latino/a students. *The Counseling Psychologist*, 42(3), 406–427.

This study focuses on examining the impact of both personal and family aspects of perfectionism among Latino/a college students on psychological distress. The participants were 207 Latino college students. Results indicated that Personal Standards was significantly associated with depressive symptoms, anxiety symptoms, and self-esteem. Family perfectionism was also found to be negatively associated with Latino/a students' psychological health.

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

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

Osborne, C.J. & Scanlon, C.R. (2000). Brief counseling for problematic drinking. *Journal of College Counseling*, 3, 78-81.

Recent research supports brief interventions as particularly effective for college students who abuse alcohol. This model was designed as an alternative to student discipline for residential students whose drinking was reported to be “frequent and regular, but without clear symptoms of addiction.” The option consisted of an agreed upon referral to the counseling center for a brief, three-session assessment and intervention. The model’s design and preliminary results are described.

Østergård, O. K., O'Toole, M. S., Svendsen, M. M., & Hougaard, E. (2020). The effect of implementing the partners for change outcome management system in a nationwide student counseling service. *Journal of Counseling Psychology*, 67(1), 90–103.

Using a nonrandomized controlled study, this study explored the effect of implementing the Partners for Change Outcome Management System (PCOMS) at the Danish Student Counseling Service. The outcomes of individual and group counseling were compared for 634 students participating in PCOMS and 740 students receiving treatment as usual. Results showed no effect for the PCOMS protocol when compared to treatment as usual. The authors concluded that the findings from this study did not align with previous studies which found a positive effect of implementing PCOMS in counseling settings.

Østergård, O. K., O'Toole, M. S., Svendsen, M. M., & Hougaard, E. (2020). The effect of implementing the partners for change outcome management system in a nationwide student counseling service. *Journal of Counseling Psychology*, 67(1), 90–103.

Sexual orientation or gender identity goes beyond the terms straight, gay, lesbian, bisexual, and transgender. Fluidity exists in gender identity. For example, transgender does not automatically mean the individual wishes to transition. In fact, some individuals do not want to be male or female, some consider themselves both, and some do not want to be tided down to a binary system. It is important to remember that sexuality intersect with other identities like social class and ethnicity. Additionally, language and terminology are constantly evolving or changing over time, this article contains several sexual identity labels and definitions in Table 1 on page 504. Past research has found that nonheterosexual students engage in higher-risk behaviors (sexual health, mental health, body image) and less protective behaviors compared to heterosexual students. Rates for those who identify as bisexual may be even higher. Less is known about those who are more fluid in their identity (i.e. those whose identity may change over time). Those who identify as gender nonconforming or genderqueer are often less connected and supported by the trans and LGBQ communities and often report feeling isolated. College health professionals are encouraged to self-reflect on their own identities, increase their knowledge of evolving identities, increase awareness of the self-identified labels of students, and understand that self-identification and behaviors do not always align so it is important to avoid assumptions based on behaviors.

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

College students who had previously received mental health services were studied to determine if they would do so again in the future. 12,501 students used services on their respective

campuses during the time of the study, and researchers found that those willing to seek services again were female, white, gay/lesbian, those who were working without pay, on the university health insurance plan, and not serving in the military. Existing literature confirms this trend.

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

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

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.

Ousley, L., Cordero, E.D., & White, S. (2008). Eating disorders and body image of undergraduate men. *Journal of American College Health*, 56(6), 617-621.

Eating disorders and body image in college men as compared with college women was the focus of this study. A random sample of men and women enrolled at a public university in California were sent a questionnaire containing questions about eating behaviors. In the sample, men expressed more preoccupation with muscle tone and less concern about weight than did their female counterparts who exhibited behaviors consistent with an eating disorder.

Owen, J., Devdas, L., & Rodofa, E. (2007). University counseling center off-campus referrals: An exploratory investigation. *Journal of College Student Psychotherapy*, 22(2), 13-29.

This study examined the proportion of clients who successfully connected with off-campus mental health providers and the factors that help and hinder the process. A convenience sample of clients who received counseling at a large western university counseling center was recruited to participate in the study. Participants completed the Schwartz Outcome Scale-q0, and the College-Therapeutic Alliance Scale. Twenty-five percent of clients reported that they were referred to an off-campus provider. Forty-two percent of those referred did not meet with this provider. Client motivation, ability to pay for services, and need for further services as well as

counselor follow up were significant factors for clients who were successful in connecting with the off-campus provider.

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

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

Owen, J., Thomas, L., & Rodolfa, E. (2013). Stigma for seeking therapy: Self-stigma, social stigma, and therapeutic process. *The Counseling Psychologist*, 41, 857-880.

Stigma is a barrier that can keep clients from seeking services. However, this article examined how stigma can be associated with working alliance and treatment outcome. Ninety-one clients were administered the Self-Stigma of Seeking Help Scale (SSOSH), the Perceptions of Stigmatization by others of Seeking Help (PSOSH), the working Alliance Inventory (WAI-SR), the Client Task Specific Change Measure (CTSC-R), and the Schwartz Outcome Scale (SOS-10). The results indicated that the clients' perceptions of self-stigma were negatively associated with working alliance while the clients' perceptions of social stigma were positively associated with session outcomes. Implications are discussed.

Owen, J., Quirk, K., Hilsenroth, M. J., & Rodolfa, E. (2012). Working through: In-session processes that promote between-session thoughts and activities. *Journal of Counseling Psychology*, 59 (1), 161-167.

This study examined the client's perspective on the working alliance and therapeutic techniques associate with the client's intersession processes. Clients at a large university counseling center were surveyed on intersession experience, working alliance, and clients' perception of techniques that were utilized. The results indicated that alliance and clients' perception of psychodynamic-interpersonal techniques used by the therapist were positively associated with more positive thoughts about therapy and more therapeutic activities between sessions. Implications and future research were discussed.

Owen, J., Tao, K.W., & Rodolfa, E.R. (2005). Supervising counseling center trainees in the era of evidence-based practice. *Journal of College Student Psychotherapy*, 20(1), 67-77.

The authors focus on the importance of college counseling center supervisors assessing how their supervisees think about knowledge and how to appropriately challenge their assumptions to promote supervisees' critical thinking and cognitive development. As part of this focus the

article includes sections related to ways of knowing, characteristics of supervisory relationships, and techniques to promote evidence based practice.

Owen, J., Wong, Y. J., & Rodolfa, E. (2010). The relationship between clients' conformity to masculine norms and their perceptions of helpful therapist actions. *Journal of Counseling Psychology, 57* (1), 68-78.

Evidence has suggested that there are common factors that contribute to change in psychotherapy. This study examines the clients' perception of a helpful therapist according to the common factors. In addition, they also investigated the relationship of clients' conformity to masculine norms and their perceptions of a helpful therapist. The clients were given two open-ended questions in regards to a helpful therapist. The clients were also given the Conformity to Masculine Norms Inventory. Results indicated 3 clusters of clients: Insight, relationship and information. Those clients in the Insight and Relationship clusters reported more conformity to masculine norms. Clinical implications are discussed.

Pace, D., & Quinn, L. (2000). Empirical support of the overlap between career and mental health counseling of university students. *Journal of College Student Psychotherapy, 14*(3), 41-49.

This study investigates the rate of overlap between of mental health and career concerns of university students within the same counseling experience at a counseling center. Case records of students who sought counseling over a 2 year period at a public university in the upper Midwest. Of those seeking services at the counseling center during this period, 11% also received treatment for mental health issues as a part of the counseling experience. Of the students who entered counseling for mental health issues, approximately 20% received career counseling as well.

Padgett, R. D., Johnson, M. P., & Pascarella, E. T. (2012). First-generation undergraduate students and impacts of the first year of college: Additional evidence. *Journal of College Student Development, 53*(2), 243-266.

This used longitudinal data from the Wabash National Study of Liberal Arts Education to contribute additional evidence to the extant literature suggesting first-generation students are at a relative disadvantage when compared with non-first-generation college learners for cognitive and psychosocial outcomes. There are natural implications for campus programming targeting cognitive development and psychosocial adjustment for this target population.

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.

Paladino, D.A., & Davis, H, Jr. (2006). Counseling and outreach strategies for assisting multicultural college students. *Journal of College Student Psychotherapy, 21, 19-31.*

The authors describe outreach strategies designed for multicultural students , and challenges faced by this student population. They use 3 case studies to how these challenges and strategies are operationalized.

Pallos, H., Yamada, N., & Okawa, M. (2005). Graduate student blues: The situation in Japan. *Journal of College Student Psychotherapy, 20(2), 5-15.*

This study investigated the presence of emotional disturbance among Japanese graduate students. Instruments included the Japanese version of the 30-item General Health Questionnaire, and demographic questions. The questionnaire was distributed randomly to 31 graduate schools from 12 university campuses in the Kyoto, Japan locale. Using the results from the questionnaire, the authors found 53% of graduate students suffering from emotional disturbance. Underlying causes for these issues are presented.

Palma, T.V. & Stanley, J.L. (2002). Effective counseling with lesbian, gay, and bisexual clients. *Journal of College Student Psychotherapy, 5(1), 74-89.*

This article presents an overview of issues faced by LGB clients and counseling strategies that might be utilized with LGB students.

Palmer, R.S., McMahan, T.J., Moreggi, D.I., Rounsaville, B.J., & Ball, S.A. (2012). College student drug use: Patterns, concerns, consequences, and interest in intervention. *Journal of College Student Development, 53 (1), 124-132.*

The authors used a convenience sample for this study consisting of 262 college students who attended a small, private university located in suburban southern Connecticut and who self-reported lifetime use of an illicit drug. Sixty nine per cent reported at least one negative consequence over the course of their lifetime and 63% reported such a consequence in the past year. Many also reported being moderately concerned (28%) about their drug or medication misuse and moderately interested in some form of intervention (76%). Ninety percent of the participants reported the use of marijuana and 425 indicated some type of medication misuse.

Palmer, R.T., Davis, R.J., & Hilton, A.A. (2009). Exploring challenges that threaten to impede the academic success of academically underprepared black males at an HCBU. *Journal of College Student Development, 50 (4), 429-445.*

Participants in this qualitative study consisted of Black male juniors and seniors who entered a public HBCU through its remedial program and persisted to graduation. Three major themes emerged from interview with the 11 participants as challenges that they experienced that made their successful graduation difficult: 1) lack of financial support; 2) “pride vs. need- the impact

of pride as a barrier to seeking needing academic and personal support; and 3) disconnection with their academic goals caused by competing priorities of needs at home and in their communities.

Palmer, R. T., Davis, R. J., & Maramba, D. C. (2011). The impact of family support on the success of Black men at an historically Black university: Affirming the revision of Tinto's theory. *Journal of College Student Development, 52(5), 577-597.*

This qualitative study examined the experiences of 11 African American male students who entered a public HBCU as academically underprepared learners and persisted through graduation. According to the authors, results of the examinations: have implications for how practitioners at HBCUs assess the relationship between family involvement and academic success among African American male students; and support the need to revise Tinto's student departure theory to better account for the role of support networks outside the campus environment among ethnic minority students.

Papalia, D. (2014). The future of college student mental health care: A SWOT analysis. *Journal of College Student Psychotherapy, 28(2), 89-92.*
<http://dx.doi.org/10.1080/87568225.2014.883872>

This author introduces a brief SWOT (strengths, weaknesses, opportunities, and threats) analysis proposed for use in evaluating the future of college student mental health care, and defining the contemporary and future roles of campus mental health providers.

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.

Parcover, J., Mays, S., & McCarthy, A. (2015). Implementing a public health approach to addressing mental health needs in a university setting: Lessons and challenges. *Journal of College Student Psychotherapy, 29(3), 197-210.*
[doi:10.1080/87568225.2015.1045781](https://doi.org/10.1080/87568225.2015.1045781)

The authors of this article describe the benefits and challenges of implementing a college counseling public health model for a campus. Included is a case example, the means for institutional leaders to learn from their experiences.

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

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

Parent, M. C. & Moradi, B. (2011). **His biceps become him: A test of objectification theory's application to drive for muscularity and propensity for steroid use in college men.** *Journal of Counseling Psychology, 58 (2), 246-256.*

Objectification theory was used to analyze college men's body image problems such as a drive for muscularity and propensity to use anabolic steroids. Two hundred and seventy college aged men were measured on internalization of cultural standards of attractiveness, body surveillance, body shame, drive for muscularity, outcome expectation for steroid use and intention to use steroids. The results indicated that there is a relationship between the internalization of cultural standards of attractiveness and the objectification theory variables and men's drive for muscularity and propensity for steroid use. Implication for further research are discussed.

Parent, M. C., & Silva, K. (2018). **Critical consciousness moderates the relationship between transphobia and "bathroom bill" voting.** *Journal of Counseling Psychology, 65(4), 403-412.*

This study sought to extend existing research on transphobic attitudes and clarify relationships between religious fundamentalism, social dominance orientation, transphobia, and hypothetically voting for bathroom bills. Participants included 282 college students. Findings from a moderated mediation multinomial logistic regression path analysis showed that transphobic attitudes were associated with religious fundamentalism and social dominance and were also associated with a lower likelihood of voting against bathroom bills. Additionally critical consciousness was associated with voting against the bill rather than for it. The authors suggest integrating critical consciousness with transgender rights advocacy efforts.

Parikh, F. S., Martinez, R., Baker, S. B., & Olsen, J. (2020). **Self-efficacy for enhancing students' career and college readiness: A survey of professional school counselors.** *Journal of Counseling & Development, 98(2), 183-192.*

School counselors play an important role in the career and college preparation of students. However, school counselors have identified a gap in training and skills necessary to assist students in the process of college preparation. This lack of preparation experienced by school schools may impact their self-efficacy regarding specific tasks that can support students' career and college preparation. This study surveyed a national sample of school counselors to examine their self-efficacy for enhancing student career and college readiness. Results indicated that respondents had a medium amount of career and college advising training and encountered

challenges in delivering career and college readiness services, which were causes of concern for the respondents. Factors such as gender, race, school size, and school level influenced school counselors' self-efficacy.

Park, H.L., Attenweiler, W.J., & Rieck, S.M. (2012). Creation of a mental health treatment fears and obstacles inventory for college students. *Journal of College Student Development*, 53 (5), 750-759.

The authors created a new scale, the Mental Health Treatment Fears and Obstacles (MHTFO). The scale represents an inventory which was generated by college students, and consists of their treatment fears and obstacles to seeking mental health services. Participants, 53 males and 84 females, attended a medium-sized, Midwestern open-enrollment university. The convenience sample age range was 18 to 33 years of age and primarily identified their race as White (88.3%) with a small percentage identifying themselves as African American (4.4%) or other (7.3%).

Park, H.L., & Hatchett, G.T. (2006). Do sex, sex-role orientation, and exposure to gender congruent therapy models influence receptivity to psychotherapy?. *Journal of College Student Psychotherapy*, 20(3), 3-17.

This study evaluated the efficacy of using gender and gender-role orientation as a predictor of receptivity to psychotherapy and to evaluate whether exposure to gender-congruent therapy videos influenced participants' receptivity to psychotherapy. A convenience sample provided demographic information, completed the Bem Sex Role Inventory- Short Form, Attitudes Towards Seeking Professional Psychological Help, and Willingness to Refer Oneself to Counseling. A randomly assigned experimental group and viewed psychotherapy videos produced by the American Psychological Association. A control group did not view the videos. Although gender and sex-role orientation were significant predictors of receptivity to psychotherapy, sex-role orientation emerged as the best predictor of attitudes toward psychotherapy.

Park, J. J., & Millora, M. (2010). Psychological well-being for White, Black, Latino/a, and Asian American students: Considering spirituality and religion. *Journal of Student Affairs Research and Practice*, 47(4), 445-461.

This article explores how the concept of psychological well-being (PWB) relates to the religious and spiritual engagement of college students as well as how levels of PWB vary between racial and ethnic groups over time during college. The study uses descriptive and multivariate analyses to examine PWB for White, Black, Latino/a, and Asian American students. Data were derived from the 2004 and 2007 College Students' Beliefs and Values Survey, a longitudinal national survey examining the spiritual and religious development of college students.

Park, J. J., & Millora, M. L. (2012). The relevance of reflection: An empirical examination of the role of reflection in ethic of caring, leadership, and psychological well-being. *Journal of College Student Development*, 53(2), 221-242.

This study was based on student responses to the College Students' Beliefs and Values measure. The authors found that self-reported engaging in self-reflection and having courses that integrated reflective writing were among the strongest predictors of holding an Ethic of Caring and Leadership during the third year of college; however, self-reflection was negatively associated with well-being. Implications may exist for incorporating self-reflection into curriculum and in student activities and experiences, and may therefore have implications for consultation, student development, and psychoeducational programming.

Park-Saltzman, J., Wada, K., & Mogami, T. (2012). Culturally sensitive mentoring for Asian international students in counseling psychology. *The Counseling Psychologist*, 40(6), 895-915. <http://dx.doi.org/10.1177/0011000011429831>

This study investigated the awareness and knowledge of faculty mentors about the challenges of international students from Asia who were students in counseling psychology programs. Findings suggest that faculty members were sometimes unprepared to address the unique needs of international students. Researchers discuss the importance of and make recommendations for culturally competent mentoring in counseling psychology programs.

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.

Parks-Yancy, R. (2012). Interactions into opportunities: Career management for low income first-generation African American college students. *Journal of College Student Development*, 53 (4), 510-523.

The purpose of this study was to explore how low-income, African American college students obtain social capital resources from university contacts to set and achieve career goals. Interviews were conducted with a convenience sample of undergraduate business students who attended a mid-size urban university located in the Southwestern part of the United States that primarily serves low-income, minority students. Students knew little about career options available to future college graduates beyond jobs that were related to their current jobs. Few students utilized the information, influence, and opportunity resources of their university contacts that could increase their career ambitions because they were unaware that informal interactions with these individuals could be helpful. Possible interventions to increase career expectations of this student population are discussed.

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.

Pascarella, E. T., Flowers, L., & Whitt, E. J. (2009). Cognitive effects of Greek affiliation in college: Additional evidence. *NASPA Journal*, 46(3), 543-559.

Previous studies found substantial negative effects of Greek affiliation on cognitive development after 1 year of college. This study found the negative effects on cognitive development from Greek membership were less pronounced in subsequent years of college. Understanding the entire picture of the influence of Greek participation on young adult development, including cognitive development, has implications for developmental and counseling approaches for understanding the dynamics of this population.

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

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

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.

Patrick, M.E., Neighbors, C., & Lee, C.M. (2012). A Hierarchy of 21st Birthday Drinking Norms. *Journal of College Student Development*, 53 (4), 581-585.

One week prior to their birthday, college students, who were enrolled at a large, northwestern, public university, were asked to complete an online screening survey about their intentions regarding their upcoming 21st birthday celebration. Those who reported their intention to engage in alcohol consumption as part of their celebration were asked to complete a pre and post birthday questionnaire. Results indicate support for a hierarchical organization of normative social influences on 21st birthday drinking. Those who were described as close friends were more influential in the process of setting normative behavior, and should be included in any intervention the goal of which is to moderate 21st birthday drinking behavior.

Patton, L. D. (2011). Perspectives on identity, disclosure, and the campus environment among African American gay and bisexual men on one historically Black college. *Journal of College Student Development, 52*(1), 77-100.

This qualitative study employed interviews with 6 gay or bisexual African American men at one HBCU to examine how they made meaning of their sexual identity, how they made decisions about self-disclosure, and influences of the campus context. The participants found their specific campus environment to be supportive. More generally, the challenges with publicly expressing their sexual identities uncovered in the study may have implications for prevention, developmental intervention, and other work with this population.

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.

Paul, E.L. & Brier, S. (2001). Friendsickness in the transition to college: Preco predictors and college adjustment correlates. *Journal of Counseling and Development, 79*, 77-89.

In this short term, moderate sized study, friendsickness was found to be associated with precollege social concerns (concerns about making new friends and leaving old ones), discrepancy between precollege expectations and college experiences (when precollege expectations were more positive than actual college experiences), more precollege friends in the college social network, and loneliness and poor self-esteem in college. Strategies for prevention of friendsickness and intervention in college transition distress are discussed.

Pauley, D. (2004). Group therapy for dissertation-writers: The right modality for a struggling population. *Journal of College Student Psychotherapy, 18*(4), 25-43.

The author argues that group psychotherapy targeting the All But the Dissertation (ABD) student is especially well-suited to helping such individuals cope successfully with the unique challenges of the dissertation-writing process. This article describes such a group offered through a counseling service offered at a large, private, urban university located in the northeastern U.S. A group model including pre-group screening, a group contract, the group composition, group process, the perceived therapeutic elements of the group process, and the results, are described.

Pavela, G. (2006). Should colleges withdraw students who threaten or attempt suicide?. *Journal of American College Health, 54(6), 367-371.*

The author provides legal opinion to counter the notion that students who threaten suicide should be dismissed from college campuses preferably on medical grounds. According to the author, the general legal rule regarding suicide liability for non-mental health professionals was stated in *Jain v. State of Iowa (2001)*, “the act of suicide is considered a deliberate, intentional and intervening act that precludes another’s responsibility for the harm.” According to the article, the best alternative to mandatory dismissal in the case of attempted or threatened suicide is to focus on specific conduct that violates reasonable institutional standards. This will provide necessary due process. The University of Illinois plan for dealing with threats or attempts of suicide by students is described.

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

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

Peden, A.R., Rayens, M.K., Hall, L.A., & Beebe, L.H. (2001). Preventing depression in high-risk college women: A report of an 18-month follow-up. *Journal of American College Health, 49(6), 299-306.*

The purpose of this study, which used an experimental design, was to test the long-term effectiveness of a cognitive-behavioral group intervention in reducing depressive symptoms, decreasing negative thinking, and enhancing self-esteem in college women at risk for clinical depression. Female students enrolled at a large, public, Midwestern university were randomly assigned to either a treatment or a control group. The women in the treatment group experienced a greater decrease in depressive symptoms and negative thinking and a greater increase in self-esteem than those in the control group. These effects continued over an 18 month follow-up period.

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

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

Pederson, E.L. & Vogel, D.L. (2007). Male gender role conflict and willingness to seek counseling: Testing a mediation model on college-aged men. *Journal of Counseling Psychology*, 54(4), 373-384.

Past research has revealed that men who experience gender role conflict report less positive attitudes and willingness to seek counseling. The purpose of this study was to examine possible mediating roles of self-stigma and distress disclosure on the relationship between gender role conflict and willingness to seek counseling for psychological and interpersonal concerns. A convenience sample consisting of men attending a large Midwestern university were surveyed. Results indicated that men experiencing greater role conflict were more likely to self-stigmatize and less likely to self-disclose. High self-stigma and less disclosure then led to less positive attitudes and less willingness to seek counseling.

Pedrelli, P., Collado, A., Shapero, B. G., Brill, C., & MacPherson, L. (2016). Different pathways explain alcohol-related problems in female and male college students. *Journal of American College Health*, 64(7), 535-544.

Heavy episodic drinking and depressive symptoms are commonly seen together in the college population and increase the odds of alcohol-related problems (ARPs). Drinking to cope is one variable that has been tied into heavy drinking and depressive symptoms. In this study, the authors examined the effect of gender on the association of depressive symptoms, coping motives, alcohol use, and ARPs. Structural equation modeling found that coping motives mediated associations between depressive symptoms and ARPs in males and females. A mediating path from depressive symptoms to coping motives to frequency of heavy alcohol use to ARPs was present for females suggesting they may experience more ARPs due to drinking to cope with negative mood. Depressive symptoms were associated with greater coping motives for males which was related to greater ARPs. For males ARPs were not explained by more frequent heavy alcohol use.

Pelts, M. D., & Albright, D. L. (2015). An exploratory study of student service members/veterans' mental health characteristics by sexual orientation. *Journal of American College Health*, 63(7), 508-512.

Many veterans of the Afghanistan and Iraq wars are enrolling in college. It has been traditionally difficult to measure the number of lesbian, gay, and bisexual (LGB) individuals in the military due to former policies such as Don't Ask Don't Tell. In general, those who identify as LGB report higher rates of mental health needs. 702 student service members/veterans (SSM/V) who participated in the Fall 2011 National College Health Assessment were used in this study. Descriptive statistics and 2-sample proportion and means tests found that SSM/V who identified

as LGB or unsure had higher levels of mental health symptoms and treatment except for obsessive-compulsive disorder and panic attacks.

Pena-Talamantes, A.E., (2013). Empowering the self, creating worlds: Lesbian and gay Latina/o college students' identity negotiation in figured worlds. *Journal of College Student Development*, 54 (3), 267-282.

Drawing from Holland, Lachicotte, Skinner, and Cain's (1998) identity theory, this study sought to understand how six self-identified lesbian and gay Latina/o college students negotiated their sexual and ethnic identities. Using a snowball sampling method to locate participants, the author interviewed six undergraduate, self-identified Latinas/os who attended a large, predominantly White, public institution in central Texas. Two sets of data were collected with an interval of one separating the collection of the data. Participants initially seemed situated between their hometown world and the college figured world. Through the senses of freedom, security, and belonging, the author describes the participants' development of self-empowerment and their individual identities.

Panepinto, A. R., Uschold, C. C., Olandese, M., & Linn, B. K. (2015). Beyond borderline personality disorder: Dialectical behavior therapy in a college counseling center. *Journal of College Student Psychotherapy*, 29(3), 211-226. doi:10.1080/87568225.2015.1045782

This study investigated the efficacy of a dialectical behavior therapy (DBT) program with a general college counseling center population. The conclusion of the authors was that DBT was effective at reducing general mental health symptoms as well as the four areas targeted by DBT: confusion about self, impulsivity, distress tolerance, and interpersonal effectiveness. Inclusion in the study did not require a diagnosis of borderline personality disorder.

Penven, J. C., & Janosik, S. M. (2012). Threat assessment teams: A model for coordinating the institutional response and reducing legal liability when college students threaten suicide. *Journal of Student Affairs Research and Practice*, 49(3), 299-314.

This article examines the mechanisms for assessing and coordinating the response to student behavior resulting from mental health issues. A review of case law and recommendations to mitigate liability when students threaten suicide are provided.

Periasamy, S., & Ashby, J.S. (2002). Multidimensional perfectionism and locus of control: Adaptive vs. maladaptive perfectionism. *Journal of College Student Psychotherapy*, 17, 75-86.

The purpose of this study was to investigate the relationship between multidimensional perfectionism and locus of control. A convenience sample of undergraduates completed the Almost Perfect Scale-Revised (APS-R) and Locus of Control Scale (LOCS). Results of the study indicated that adaptive perfectionists and maladaptive perfectionists had significantly higher levels of internal locus of control than non-perfectionists. Maladaptive perfectionists had

significantly higher levels of external locus-powerful others than both adaptive perfectionists and non-perfectionists.

Perkins, H. W., & Craig, D. W. (2012). Student-athletes' misperceptions of male and female peer drinking norms: A multi-site investigation of the "reign of error". *Journal of College Student Development, 53*(3), 367-382.

Participants in this study were more than 4000 student-athletes at 15 college and universities. Regardless of actual institutional drinking norms, the student-athlete participants in the study routinely over-estimated quantity and frequency norms pertaining to peer drinking behavior. Perceived male drinking norms was the strongest predictor of both male and female student-athlete's actual drinking (at parties and in bars) while female drinking norms were a strong predictor of female (but not male) drinking behavior.

Peralta, R. L., & Barr, P. B. (2017). Gender orientation and alcohol-related weight control behavior among male and female college students. *Journal of American College Health, 65*(4), 229-242.

Heavy episodic drinking (HED) is common in both male and female college students however rates are higher for men. Weight controlled behavior (WCB) such as skipping meals, eating less, and self-induced purging are sometimes used to offset calories from drinking or enhance the effects of alcohol. The current study examined gender identity to determine if sex and gender socialization (masculine or feminine orientation) are predictive of the co-occurrence of WCB and alcohol use. Ordinal logistic regression revealed that men are more likely to engage in HED compared to females. Men were also more likely to engage in alcohol-related WCB. Participants with a masculine orientation had higher odds of alcohol-related WCB compared to feminine-oriented participants. Regardless of sex, masculine-oriented individuals show greater risk for alcohol-related WCB.

Perron, B. E., Grahovac, I. D., Uppal, J. S., Granillo, T. M., Shuter, J., & Porter, C. A. (2011). Supporting students in recovery on college campuses: Opportunities for student affairs professionals. *Journal of Student Affairs Research and Practice, 48*(1), 47-64.

This article summarizes what is currently known about college students in recovery and ways that student affairs professionals can help build an infrastructure of formal and informal supports for this underserved and at-risk student population.

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

This study examined machismo - a type of masculinity attributed to Latino men and risky sexual outcomes among Latino men in college. Both Latina/o individuals and college students experience adverse effects from risky sex, creating the need for a bidimensional study examining

both in the context of risky sex in college. Men who displayed hypermasculine machismo tended to engage in more risky sex, but also better attitudes regarding condom use. Men who display chivalrous machismo characteristics used condoms more frequently. The study explains the complex cultural dynamic between risky sex and machismo in latino college men.

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

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

Phan, T. & Tylka, T.L. (2006). Exploring a model and moderators of disordered eating with Asian American college women. *Journal of Counseling Psychology, 53*(1), 36-47.

This study tested the cross-ethnic validity of a model of disordered eating proposed by Tylka and Subich (2004). A sample of 200 Asian American college women recruited by email from Asian American college student organizations nationwide. Evidence was collected supporting the validity of the Tylka-for thinness slightly predicted their self-esteem and moderately predicted their body preoccupation. Neither self-esteem nor ethnic identity moderated the pressure for thinness-disordered eating.

Phelps, R.E., Taylor, J.D., & Gerard, P.A. (2001). Cultural mistrust, ethnic identity, and self-esteem among ethnically diverse black university students. *Journal of Counseling and Development, 79*, 209-216.

Cultural mistrust involves the inclination among Blacks to mistrust Whites. Racial identity is a sense of group or collective identity based on the perception that one shares a common racial heritage with a particular group. Group self-member of a racial or ethnic group. Personal self-esteem involves a comprehensive assessment -worth, competence, and self-approval. Blacks are not a monolithic racial group. This study found within group differences when examining levels of cultural mistrust and racial and ethnic identity. Within group variance was not statistically significant when self-esteem scores were examined.

Phelps, R.E., Tranakos-Howe, S., Dagley, J.C. ,& Lyn, M.K. (2001). Encouragement and ethnicity in African-American college students. *Journal of Counseling and Development, 79*, 90-97.

Encouragement and ethnicity conceptualized together were found to be positively correlated for AA students attending PWI. Conversely, a negative correlation was found between ethnic discrimination and encouragement (the extent to which one feels good about self and others) and ethnic discrimination and openness to experience. The implications for counselors with AA clients are wide-spread. Only when people feel personally adequate can they move toward others on an equal plane.

Phillips, P. (2002). Shoulder to shoulder: A single session success story. *Journal of College Student Psychotherapy, 16*(3/4), 225-237.

A single session provided the client with a preferred story of her life.

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.

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

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

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.

Piersma, H.L. (2001). Chapter 6: Current conflicts as mirrors of unfinished business with Mom and Dad. *Journal of College Student Psychotherapy, 16*(1/2), 85-100.

A female college student presents with anxiety related to conflicts with a supervisor. Short term, schema-focused therapy focused on how the client could deal more effectively with the criticism, but also raised issues of unfinished business with her family of origin. These latter issues were left unresolved at the termination of therapy.

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

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

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

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

Pistorello, J., Locey, N. S., Walloch, J. C., & Coyle, T. N. (2017). Treating suicidality in college counseling centers: A response to polychronis. *Journal of College Student Psychotherapy, 31(1), 30-42. doi:10.1080/87568225.2016.1251829*

The authors offer a commentary on the review by Polychronis of *The Suicidal Patient: Clinical and Legal Standards of Care*. The authors agree with Bongar & Sullivan that a defensive treatment strategy, where the focus is protection against potential legal liability as the guiding force, is not helpful to suicidal students

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

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

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

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

Platt, L. F. (2020). The presenting concerns of transgender and gender nonconforming clients at university counseling centers. *The Counseling Psychologist, 48(3), 407-431.*

Transgender and gender nonconforming students present to university college centers with higher acuity and more severe concerns compared to their cisgender peers. Although literature exists for this marginalized population, little is known about their mental health needs. This study used national-level data to explore the mental health needs of transgender and gender nonconforming college students who presented to university counseling centers to address this gap in knowledge. Disparities were found in a variety of clinical domains including suicidality, history of hospitalization, trauma history, mood disorders, and family distress when compared to cisgender peers. Findings from this study can be utilized to inform innovative approaches to clinical practice, advocacy, and training so that university counseling centers can better address the mental health needs of transgender and gender nonconforming students.

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.

Ploskonka, R. A., & Servaty-Seib, H. L. (2015). Belongingness and suicidal ideation in college students. *Journal of American College Health, 63(2), 81-87.*

Past research has found that interpersonal factors and difficulties are often related to suicidal ideation. Joiner's interpersonal psychological theory of suicide states that there are three factors (acquired capability, perceived burdensomeness, and thwarted belongingness) that are

underlying causes of suicide. Thwarted belongingness is the strongest and most reliable predictor for suicidal ideation. The authors of the current study sought to examine the degree to which the domains of belongingness explained suicidal ideation in a sample of 249 college undergraduates. These domains included family, peers, and the academic institution. Multiple regression analysis found that all three domains of belongingness significantly accounted for the variance in suicidal ideation. However, only family belongingness had a significant unique contribution to suicidal ideation. College students who display suicidal ideation may have low levels of family belongingness.

Pollard, J. (2001). Chapter 5: Don't go there: impulse control in stage-specific short term counseling. *Journal of College Student Psychotherapy*, 16(1/2), 65-84.

An involuntary referral presents a therapist with a client who has engaged in stalking behavior. A stage-specific intervention is utilized with success.

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.

Pollard, J. W., Flynn, C., & Eells, G. T. (2015). The role of threat assessment and management in college counseling: How's that net working? *Journal Of College Student Psychotherapy*, 29(4), 248-256. doi:10.1080/87568225.2015.1072453

This article is a critique of Goodwin's article (2014) *Threat Assessment: Are We Using the Wrong Nets?* The authors discuss aspects of the threat assessment and management process.

Pollard, J.W., Freeman, J.E., Ziegler, D.A., Hersman, M.N. & Goss, C.W. (2000). Predictions of normative drug use by college students: False consensus, false uniqueness, or just plain accuracy?. *Journal of College Student Psychotherapy*, 14, 5 12.

To measure the overall reported use with the overall perceived use of several drugs, the Core Alcohol and Drug Survey was administered to 2,642 students enrolled at three Midwestern liberal arts colleges over a 3 year period. For 8 of the 11 drugs included in the survey, perceived use was significantly higher than reported use.

Polychronis, P. D. (2017). Changes across three editions of *The Suicidal Patient: Clinical and Legal Standards of Care*: Relevance to counseling centers. *Journal of College Student Psychotherapy*, 31(1), 12-29. doi:10.1080/87568225.2016.1254002

The authors of this article review the three editions of Bongar and Sullivan's *The Suicidal Patient: Clinical and Legal Standards of Care* (1991; 2002; 2013) in order to discover trends, identify new developments in the field, and recognize previously valued approaches that have fallen into disfavor.

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.

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.

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.

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.

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

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

Portnoi, L. M., & Kwong, T. M. (2011). Enhancing the academic experiences of first generation master's students. *Journal of Student Affairs Research and Practice*, 48(4), 411-427.

The narratives of 25 first-generation master's students in this phenomenological study challenges not necessarily related to their first generation status. Participants were enrolled at a public comprehensive university in Southern California. The sample represented 10 different Master's programs. The authors discuss three factors as potential areas for enhancing first generation master's students' academic experiences; 1) adapting to and understanding the rules of the game; 2) combatting feelings of inadequacy; and 3) addressing sense of straddling the disparate social fields of academic and home environments.

Pössel, P. & Winkeljohn Black, S. Can the hopelessness model of depression and response style theory be integrated? *Journal of Counseling & Development*, 95(2), 180-191. doi: 10.1002/jcad.12130

There are currently two major models that strive to explain the development and maintenance of depression: The Hopelessness Model and response style theory. Both models offer a theory as to the onset and maintenance of depression, while also providing effective interventions. The aim of this study was to integrate the two models to create a single model that provides interventions and therapeutic techniques for counselors. Participants included 311 German college students who rated depressive symptoms, negative inferences, and ruminations three times. The results support the development of an integrated model for the development and maintenance of depression.

Posselt, J. R., & Lipson, S. K. (2016). Competition, anxiety, and depression in the college classroom: Variations by student identity and field of study. *Journal of College Student Development*, 57(8), 973-989. doi:10.1353/csd.2016.0094

Authors of this study examined the relationship between the perception of academic competition on campus and anxiety/depression. Data for this study was collected from 40,350 undergraduate students who attended 70 different institutions. Results from this study suggest a positive relationship between the perception of academic competition and the presence of both anxiety and depression. This result was more significant within marginalized participants and students who have historically been underrepresented in post-secondary education. Although this result was consistent across different subpopulations within the participants sample, there was some variance noted within those different subpopulations. Further findings suggest that students who suffer from discrimination on campus, and who have a weaker peer support group, have increased levels of anxiety and depression. Students of subpopulations were examined further on the presence of anxiety and depression, and students who self-identified as queer have a higher chance of experiencing both anxiety and depression when there is the perception of a more competitive academic environment. Implications from this study propose creating environments that promote and foster strong peer relationships between students as the findings suggest a positive relationship between peer relationships and anxiety/depression. As the major finding of this study reported when there is a significant presence of academic competition, there is an increased risk of anxiety and depression. While campuses cannot eliminate academic competitions, the university can change the way it approaches the competition.

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

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

Potvin-Boucher, J., Szumilas, M., Sheikh, T., & Kutcher, S. (2010). Transitions: A mental health literacy program for postsecondary students. *Journal of College Student Development*, 51(6), 231-250.

The goal of improving mental health literacy is to reduce destigmatize mental illness and, as a mental health promotion strategy, increase help-seeking behavior. This article reports that one specific mental health literacy program, Transitions, which was piloted among 8000 Canadian college students, had some initial successes engaging participants.

Poyrazli, S., Kavanaugh, P.R., Baker, A., & Al-Timimi, N. (2004). Social support and demographic correlates of acculturative stress in international students. *Journal of College Counseling*, 7(2), 73-82.

Acculturation is defined as a process of cultural change that results from repeated, direct contact between two distinct cultural groups. Acculturative stress is a marked deterioration of the general health status of an individual that are explicitly linked to acculturation. The authors designed this study to assess the acculturative stress levels of international students and variable that can be used to predict these stresses. Results suggest that an increased level of English proficiency and social support will likely help students experience less acculturative stress. Findings from this study also indicate that Asian students may be more likely to experience acculturative stress.

Prevatt, F., & Young, J. L. (2014). Recognizing and treating Attention-Deficit/Hyperactivity Disorder in college students. *Journal of College Student Psychotherapy*, 28(3), 182-200. doi:10.1080/87568225.2014.914825

This article focuses on the importance for therapists to consider scholastic underachievement as a risk factor for undiagnosed ADHD. Applications of behavioral therapies and coaching are discussed

Price, J. L. (2016). College Students' Therapy Preferences: The role of psychological mindedness. *Journal of College Student Psychotherapy*, 30(3), 206-217. doi:10.1080/87568225.2016.1177436

The focus of this study was the expectations and preferences of psychotherapy approach in a convenience sample of college students who attended a small, liberal arts college. Participants completed: the Comparative Psychotherapy Process Scale (CPPS) and the Balanced Index of Psychological Mindedness (BIPM). Psychodynamic-Interpersonal (PI) techniques were rated as more characteristic of therapy both for therapy naïve participants as well as those with experience in therapy. Participants also identified PI techniques as seemingly more helpful than distinctively Cognitive Behavioral techniques.

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

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

center be more proactive and perhaps a standard protocol in firearms safety training seminars among staff.

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

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

Prior, A. (2015). A guide to setting up a college bereavement group: Using monologue, soliloquy, and dialogue. *Journal of College Student Psychotherapy, 29*(2), 111-119. doi:10.1080/87568225.2015.1008366

This article describes a bereavement group process which employs a dynamic approach with structured components. The group is designed to help students work through the grieving process as they simultaneously manage their academic and social lives.

Pritchard, M.E., Wilson, G.S., & Yamnitz, B. (2007). What predicts adjustment among college students? A longitudinal panel study. *Journal of American College Health, 56*(1), 15-21.

This longitudinal, panel design study of first year college students enrolled at an independent, moderately sized, church-affiliated, Midwestern university, examined what physical and psychological differences are caused by the college experience and what individual variables are associated with such changes. Results revealed a decline in student reported psychological and mental health. Negative coping tactics (drinking, smoking) and perfectionism predicted poorer physical health at the end of the first year. Optimism and self-esteem predicted better physical and psychological outcomes.

Prosek, E. A., Giordano, A. L., Holm, J. M., Bevly, C. M., Sender, K. M., Ramsey, Z. B., & Abernathy, M. R. (2017). Experiencing shame: Collegiate alcohol abuse, religiosity, and spirituality. *Journal of College Counseling, 20*(2), 126-138. doi:10.1002/jocc.12065

This study examined differences in the experiencing of shame between students who drink hazardingly and those who do not and the role of religious coping and spirituality in the

experience of shame among hazardous drinkers. A convenience sample of undergraduate students completed the *Spirituality Assessment Scale*, the *Brief Religious Coping Scale*, and the *Alcohol Use Disorders Identification Test*. Findings suggest that participants who drank hazardously experienced significantly more shame related to drinking behaviors than those who did not drink hazardously. The shame experienced by the participants did not preclude them from drinking hazardously. Instead, the students drank hazardously while experiencing high levels of shame related to their drinking behaviors. Elements of religiosity and spirituality significantly explained state shame among hazardous drinkers.

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.

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

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

Puff, J., Kolomeyer, E., McSwiggan, M., Pearte, C., Lauer, B., & Renk, K. (2016). Depression as a mediator in the relationship between perceived familial criticism and college adaptation. *Journal of American College Health*, 64(8), 604-612.

As emerging adults, those aged 18 to 25, begin to develop their own independence, they also continue to look to their families for support and feedback. While family connections can contribute to positive transition, emerging adults can also experience psychological problems such as depression. Past experiences of criticism and high expectations from parents may contribute to self-criticism and feelings of inferiority relative to peers. Self-criticism is predictive of depressive symptoms in college students adjusting to their first year. On the other hand, students with cohesive families tend to experience fewer emotional, academic, and social adjustment issues when transitioning to college. The following study examined relationships among emerging adults' perceived familial criticism, their depressive symptoms, and their adaptation to college. Correlational and regression analyses found that perceived familial

criticism was significantly and positively related to depressive symptoms in males and females. Females perceived familial criticism was significantly and positively related to college adaptation. Depressive symptoms were significantly and positively related to adaptation to college for both males and females. For females, depressive symptoms fully mediated the relationship between perceived familial criticism and adaptation to college.

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

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

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.

Quimby, J. L., & O'Brien, K. M. (2006). Predictors of well-being among nontraditional female students with children. *Journal of Counseling and Development*, 84, 451-460.

For non-traditional, undergraduate, female students with children attending a large, public eastern university, secure attachment (the feeling that someone will be there for me when I need them), robust parent and student self-efficacy, and perceived social support (guidance, others who recognize being. Because research suggests that psychological well-being is the most important factor in the academic success of this group of students counselors may find efforts to minimize client distress in these areas to be more effective than interventions designed to promote academic performance and adjustment.

Ra, Y-A. (2016). Social support and acculturative stress among Korean international students. *Journal of College Student Development*, 57(7), 885-891. doi:10.1353/csd.2016.0085

This study examined the relationship between acculturative stress experienced by Korean international students and various social support systems, with the consideration of demographic variables. The participants (n=164) for this study included 112 undergraduate students and 52 graduate students who attended different universities in the United States. Data was collected through providing the call for participation and online survey link within online forums for Korean community organizations. The results indicated that Korean international students who are older are more likely to experience stress related to acculturation, and rates for females were found to be higher than males. The researcher also described that younger Korean international students are able to speak English more fluently, and due to this fact were likely to experience less acculturation stress than older students who were not as fluent in English. The only significant result in the examination of the correlation between supports and acculturation stress were the friendships/relationships with people within the United States. Here, a significant negative relationship was identified. All findings from this study support previous research conducted on the same variables and correlations between the variables. Implications from this study suggest that the impact of acculturation stress can provide negative outcomes both psychologically and interpersonally for Korean international students. Recommendations from this study promote universities providing programming and resources for international students that would promote acculturation, while also providing education on acculturation stress and the impact of that stress. Opportunities that allow international students to experience American culture should also be promoted. As students become more familiar with the American culture, there is the chance that acculturation stress could decrease.

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.

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

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

in depression, anxiety, stress, and automatic thoughts within the CBT group, demonstrating effectiveness of the web-based CBT.

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

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

Ramirez, D. (2000). Director's journal: Resilience in the face of trauma. *College Student Psychotherapy, 15(1), 35-41.*

The author relates the role of counseling services in the aftermath of an on-campus suicide. Interventions are grouped into two domains: those that occur outside the counseling offices and those that occur within. The article provides an insight into how professional counselors on one campus helped their community cope with a tragic event.

Ramos-Sánchez, L., & Atkinson, D. R. (2009). The relationships between Mexican American acculturation, cultural values, gender, and help-seeking intentions. *Journal of Counseling & Development, 87(1), 62-71.* <http://dx.doi.org/10.1002/j.1556-6678.2009.tb00550.x>

This study investigated the relationship between acculturation, enculturation, and traditional Mexican values with participants' attitudes towards seeking counseling services. Participants consisted of 262 Mexican American community college students. Results indicated that as participants' generational status increased their attitudes towards seeking counseling services became more negative. The implications of these findings suggest that adherence to traditional Mexican values increase help-seeking behaviors among Mexican American college students. The findings of this study are inconsistent with previous research on cultural barrier theory. Researchers provide recommendations for future research to resolve this inconsistency in the literature. Implications for how counseling practitioners can work effectively with Mexican American clients are discussed.

Ramos-Sanchez, L.R. & Nichols, L. (2007). Self-efficacy of first-generation and non-first generation college students: The relationship with academic performance and college adjustment. *Journal of College Counseling, 10, 6-18.*

The purpose of this study was to explore the association between self-efficacy and two academic outcomes, GPA and college adjustment for first-generation college students. Participants were entering first year students at a private, west coast liberal arts university who completed a modified version of the College Self-Efficacy Instrument (CSEI), and the Student Adaptation to College Questionnaire (SACQ). Results indicated that, for this sample, non-first generation

students did perform better academically than did first generation students. Level of self-efficacy measure for the sample was significantly higher for the non-first generation segment of the sample. Most significantly, the level of self-efficacy as measured at the beginning of the first year is predictive of later college adjustment.

Ramsay, J.R., & Rostain, A.L. (2006). Cognitive behavior therapy for college students with Attention-Deficit/Hyperactivity Disorder. *Journal of College Student Psychotherapy* 21(1), 3-20.

This paper provides an extensive review of the characteristics and effects of Attention-Deficit Hyperactivity Disorder (ADHD) and its prevalence among college students. Included are a description of the diagnostic evaluation process to assess for ADHD, and the use of Cognitive Behavioral Therapy as a preferred treatment method.

Ran, M.-S., Mendez, A. J., Leng, L.-L., Bansil, B., Reyes, N., Cordero, G., Carreon, C., Fausto, M., Maminta, L., & Tang, M. (2016). Predictors of mental health among college students in Guam: Implications for counseling. *Journal of Counseling & Development*, 94(3), 344-355. doi: 10.1002/jcad.12091

Asian Americans/Pacific Islanders are typically considered a single ethnic group and are generally perceived to have higher education levels and fewer mental health concerns than most other minority groups. Most studies do not take into account the underrepresentation of Pacific Islanders and therefore very little is known specifically about this ethnic subgroup. This study chose to investigate sociodemographic predictors of mental health status of college students in Guam. Factors such as gender, ethnicity, living arrangements, and academic level were all found to be significant predictors of psychological distress.

Rankin, J. A., Paisley, C. A., Mulla, M. M., & Tomeny, T. S. (2018). Unmet social support needs among college students: Relations between social support discrepancy and depressive and anxiety symptoms. *Journal of Counseling Psychology*, 65(4), 474–489.

Physical and emotional well-being are associated with social support. This study aimed to examine the context in which receiving support is helpful by exploring how the relationship between support needs and support received relates to depressive and anxiety symptoms for 428 undergraduate students. Results showed that depressive symptoms, but not anxiety symptoms, were the highest when support needs were greater than support received. Additionally, students' perceptions of support needs were significantly greater than their perceptions of the support received. The authors concluded that the discrepancy between support needs and support received may predict depressive symptoms, when controlling for other factors related to depressive and anxiety symptoms.

Raque-Bogdan, T. L., Ericson, S. K., Jackson, J., Martin, H. M., & Bryan, N. A. (2011). Attachment and mental and physical health: Self-compassion and mattering as mediators. *Journal of Counseling Psychology*, 58 (2), 272-278.

Self-compassion and mattering are examined in this study, in regards to the relationship between attachment and mental and physical health. Two hundred and eight college students were surveyed on relationships among attachment, self-compassion, mattering, and functional health. Results indicated that the relationship between attachment and mental health was facilitated by mattering and self-compassion. Implications for clinical practice are discussed.

Raskin, R.H., Fenichel, A., Kellerhouse, B., & Shadick, R.N. (2002). In the shadow of the World Trade Center: A view of September 11, 2001, from a college counseling center. *Journal of College Student Psychotherapy, 17(2), 17-38.*

This paper compiles the recollection of the events of September 11, 2001 from the perspective of four senior staff members of a counseling center located at a New York City university. Coping mechanisms utilized for and by staff of the center as they regrouped themselves in order to support members of their academic community. Lessons learned are shared.

Ratanasirpong, P., & Rodriguez, A. (2011). Promoting wellness for Thai college students. *Journal of College Student Development, 52(2), 217-223.*

The health and mental health profile of Thai college students comprises influences of weight, sexual practices, and substance use. This article reports on a clinical investigation of student health profiles and wellness at a university in Thailand, and has potential implications for health and mental health practice when working with Thai clients and patients.

Ratanasirpong, P., Sverduk, K., Prince, J., & Hayashino, D. (2012). Biofeedback and counseling for stress and anxiety among college students. *Journal of College Student Development, 53 (5), 742-749.*

This study investigated the impact of using biofeedback and brief counseling in treating stress and anxiety in an ethnically diverse college student population. Reduction in anxiety symptoms, were compared between clients receiving both biofeedback training and brief counseling and those receiving only brief counseling. The study was conducted at a large public university in the western United States that is a Hispanic-Serving Institution. The study's participants were 30 counseling clients from the university's counseling center. The results of this study found that the group of participants who received biofeedback training in conjunction with counseling reported significantly greater reduction in anxiety than did the group who received counseling alone.

Ravert, R. D., Schwartz, S. J., Zamboanga, B. L., Donnellan, M. B., Kim, S. Y., Weisskirch, R. S., Ham, L. S., & Bersamin, M. M. (2013). The association between sensation seeking and well-being among college attending emerging adults. *Journal of College Student Development, 54(1), 17-28.*

This study explored sensation seeking because it is a risk factor for unsafe or reckless behavioral choices. More than 8,000 students at multiple institutions completing self-report measures included a measure of sensation seeking. Sensation seeking scores were associated with risk

behavior and psychological well-being – and further, well-being was associated with high novelty seeking but with low intensity seeking.

Rawls, D.T., Johnson, D. & Bartels, E. (2004). The counselor-in-residence program: Reconfiguring support services for a new millennium. *Journal of College Counseling*, 7(2), 162-169.

This article describes a modified Counselor-in-Residence program located at a mid-sized public university located in the upper Midwest. In this model, licensed professional counselors were placed in residence halls, providing a close connection to the residence hall community. Caseloads quickly became full and waiting lists formed. The mission of the Counselor-in-Residence program students by providing staff consultation and support, crisis intervention, proactive prevention -conceptualized as Residence Life and not individual student residents. The authors provide a description of the program and its operations.

Rayle, A.D., Arredondo, P., & Kurpius, S.E.R. (2005). Educational self-efficacy of college women: Implications for theory, research, and practice. *Journal of Counseling and Development*, 83, 361-366.

This study examined the relationships among personal and family valuing of education, self-esteem, academic stress and educational self-efficacy for 530 female undergraduates. Results indicated that education, education, and high school GPS were positively related to educational self-efficacy. No differences existed between Euro-American women and women of color; and for both groups, personal valuing of education, self-esteem, and academic stress predicted educational self-efficacy.

Reeder, M., & Schmitt (2013). Motivational and judgment predictors of African American academic achievement at PWIs and HBCUs. *Journal of College Student Development*, 54 (1), 429-42.

The authors of this study investigated whether African American students at historically Black colleges and universities (HBCUs) differ from African American students at predominantly White institutions (PWIs) in academic motivation and judgment, and whether type of academic institution moderates relationships between these differences and academic achievement. Results indicated that HBCU and PWI students differed in several characteristics and that type of institution moderated relationships between two of the three characteristics examined and achievement. The sample consisted of 664 African American first-year students from 2 HBCUs in the Southeastern United States (one private, one public; n = 440) and from 8 public PWIs in regions throughout the United States.

Reid, A. M., Graziano, P. A., Balkhi, A. M., McNamara, J. H., Cottler, L. B., Meneses, E., & Geffken, G. R. (2015). Frequent nonprescription stimulant use and risky behaviors in college students: The role of effortful control. *Journal of American College Health*, 63(1), 23-30.

The use of prescription stimulant medication without a prescription or at levels higher than prescribed is known as nonprescription stimulant use (NPSU). Higher sensation seeking and lower effortful control (effortful control and cognitive regulation) have been linked to NPSU and drug use. The current study examined if NPSU was associated with illicit drug use and other risky behaviors such as risky sexual behavior, risky driving, and risky financial behaviors. The study also investigated if effortful control abilities mediated the associations between NPSU and risky behavior. Attention-deficit and hyperactivity symptoms were controlled for in this study. Individuals who engaged in frequent NPSU were more likely to engage in illicit drug use, risky health behaviors, risky driving, and risky financial behaviors. Effortful control abilities only partially mediated the link between NPSU and risky behaviors.

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.

Reifler, C.B. (2006). Epidemiologic Aspects of College Mental Health. *Journal of American College Health*, 54(6), 372-376.

This paper provides an overview of the distribution of health states (including disease). The goal of the essay is to provide a summary of variables that define both high-risk groups and his risk situations that lead to psychiatric morbidity. The author reviews prevalence studies and clinical facility usage and calls for longitudinal studies of a cohort of students in which changes in the state of their mental health can be obtained.

Reilley, S.P. (2005). Empirically Informed Attention-Deficit/Hyperactivity Disorder evaluation with college students. *Journal of College Counseling*, 8(2), 153-164.

This article reviews research findings related to adults with ADHD, outlines empirical solutions to utilize in diagnosis, and provides new effect size data for selecting screening instruments.

Reilly, R.C. & D'Amico, M. (2011). Mentoring undergraduate university women survivors of childhood abuse and intimate partner violence. *Journal of College Student Development*, 52 (4), 409-424.

This qualitative study employed a comparative case design that elicited data describing the role of mentoring for undergraduate women survivors of trauma. Four themes emerged: fantasy mentors, mentor as mirror, mentor as nurturer and supporter, and mentor as the embodiment of a profession.

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

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

Reingle, J., Thombs, D., Osborn, C., Saffian, S., & Oltersdorf, D. (2010). Mental health and substance use: A qualitative study of resident assistants' attitudes and referral practices. *Journal of Student Affairs Research and Practice, 47(3), 325–342.*

The authors of this study investigated mental health and substance use referral practices of resident assistants (RAs). Interviews were conducted with 48 RAs at three campuses located in three different states. RAs generally had positive attitudes toward helping residents and believed that existing norms supported their referral actions. However, many perceived referring residents to be emotionally burdensome, and they were not confident referrals would lead to positive outcomes. RAs reported referring residents for professional assistance only when problems were judged to be severe, essentially engaging in a form of clinical triaging to make referral decisions.

Renjilian, D.A., & Stites, J. (2002). Perception of therapist burnout by college students with and without prior counseling experience. *Journal of College Student Psychotherapy, 17(1), 7-18.*

The current study attempted to assess how previous experience in therapy affects college students' perception of a moderately stressed therapist. Would students with previous experience in therapy be less tolerant of a therapist with burnout than those who had no previous experience? A convenience sample of undergraduates who attended a small, comprehensive university provided information that included whether or not they had previous experience in therapy and were shown pre-recorded tapes of therapy sessions with and without therapist who demonstrated symptoms of burnout (fatigue, inattention, clock watching). After viewing the tapes subjects completed a questionnaire that asked them to rate their impressions of the therapist depicted in the tape. Participants with previous experience in therapy did offer lower ratings of therapists showing symptoms of burnout.

Resnick, J.L. (2001). Chapter 4: From hate to healing: Sexual assault recovery. *Journal of College Student Psychotherapy, 16(1/2), 43-63.*

Brief therapy is successful in treating the PTSD of a victim of rape, who was initially reluctant to seek counseling.

Resnick, J.L. (2005). Evidence-based practice for treatment of eating disorders. *Journal of College Student Psychotherapy, 20, 49-55.*

The author provides an overview of the status of evidence-based practice for the treatment of students with eating disorders in college counseling centers. Addressed are research paradigms utilized, populations studied, treatment interventions, assessment, outcome measures, and considerations of the client's culture.

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

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

Reymann, L. S., Fialkowski, G. M., & Stewart-Sicking, J. A. (2015). Exploratory study of spirituality and psychosocial growth in college students. *Journal of College Counseling, 18(2), 103-115. doi:10.1002/jocc.12008*

Reynolds, A. L. & Altabef, D. (2015). Addressing helping competencies in student affairs: Analysis of helping skills course syllabi. *Journal of Student Affairs Research and Practice, 52(2), 220-231. doi:10.1080/19496591.2015.101826*

Helping skills are often taught in student affairs and higher education to help student affairs practitioners meet the various needs of today's college students. Competencies are established to evaluate the level of need for a student and to make appropriate referrals to help students get the assistance that is needed. This study examined the helping competencies addressed in course syllabi and if they matched with what experts in the field reported student affairs students needing to know to help their future students. A total of 16 programs in different regions of the United States provided copies of their syllabi for this study. The results suggested that programs that were connected or housed within counseling departments were more likely to have courses focused on helping skills. The skill experts described as being most important for students to know (e.g. listening and other counseling microskills) were found in all of the syllabi in the study. Experts next cited that crisis intervention and management was the next most important skill, yet only a minimal number of syllabi included this skill. The following skills were cited by experts as being important for students to know, yet they were minimally included in course syllabi: mentoring, supervision, suicidality, other mental health issues, and eating disorders. The

results suggest that the most common skills taught in the courses were counseling microskills, self-exploration/development, and multicultural awareness. With the growing needs of college counseling students, student affairs professionals who are equipped with helping skills will be better suited to identify student concerns and either provide the assistance needed or refer students to the appropriate campus or community partner. The authors of this study examined how individual differences in levels of spiritual development, as indicated by the Faith Maturity Scale (FMS), year in college, and gender explained college-age students' academic success, psychological distress, problems in living, and purpose in life, above and beyond what individual differences in personality traits might already explain about these outcomes. A convenience sample of undergraduates enrolled at a small, secular, liberal arts university located in the Middle Atlantic region completed the FMS, the American College Health Association–National College Health Assessment, the 20-item short form of the International Personality Item Pool, and the Purpose in Life Test. The findings suggest that a culture that fosters students' spirituality may have positive effects on aspects of well-being.

Reynolds, A. L., Sodano, S. M., Ecklund, T. R., & Guyker, W. (2012). Dimensions of acculturation in Native American college students. *Measurement and Evaluation in Counseling and Development, 45*(2), 101-112. <http://dx.doi.org/10.1177/0748175611428330>

Researchers sought to enhance the understanding of Native American acculturation by investigating the dimensionality of the Native American Acculturation Scales (NAAS). There were two independent samples (N=216; N=273) of Native American College students in the present study. Results indicated that there were three correlated dimensions for measuring Native American students' acculturation, including, core self, cultural self-expression, and cultural and community engagement. Researchers found support for the structural validity of the NAAS for measuring acculturation among Native American college students. Recommendations for further establishing the validity of the NAAS and implications for counseling practice are discussed.

Reynolds, A. L. & Weigand, M. J. (2010). The relationships among academic attitudes, psychological attitudes, and the first-semester academic achievement of first-year college students. *Journal of Student Affairs Research and Practice, 47*(2), 175-195.

This study examined the relationships among academic and psychological attitudes and academic achievement of first-year students. The College Resilience Scale, the Academic Motivation Scale, the College Self-Efficacy Inventory, and the University Environment Scale were administered to 164 first-year undergraduate students enrolled at a large RU/VH university in the northeastern United States. Only two variables, race and resilience, were significantly related to first-semester grade point average. Significant relationships were found among the core variables in this study, specifically academic motivation, resilience, and self-efficacy.

Reynolds, E. K., MacPherson, L., Tull, M. T., Baruch, D. E., & Lejuez, C. W. (2011). Integration of the Brief Behavioral Activation Treatment for Depression (BATD) into a college orientation program: Depression and alcohol outcomes. *Journal of Counseling Psychology, 58* (4), 555-564.

This article is a pilot study of a program implanted during freshman orientation class. The program is designed to implement behavioral activation treatment to decrease alcohol abuse and depression. The Brief Behavioral Activation Treatment for Depression (BADT) was taught and discussed in a semester long program. Students were randomly assigned to the treatment condition or a course independent of the research. The results of the study indicated that problem drinking was significantly reduced in the behavioral activation class based on time and group interaction. Future research and implications of their findings are discussed.

Reynolds, A. L., Sneva, J. N., & Beehler, G. P. (2010). The influence of racism-related stress on the academic motivation of Black and Latino/a students. *Journal of College Student Development, 51*(2), 135-149.

This study examined effects of racism-related stress on academic stress and psychological factors affecting college success among African American and Latino/a students at multiple universities. In general, institutional racism-related stress was negatively associated with extrinsic motivation, but interestingly, was positively associated with intrinsic motivation. Further, some between-group differences among African American and Latino/a populations were found regarding self-reported amotivation among students experiencing high levels of racism-related stress.

Rhinehart, A., & Gibbons, M. M. (2017). Adlerian therapy with recently romantically separated college-age women. *Journal of College Counseling, 20*(2), 181-192. doi:10.1002/jocc.12069

The authors describe the use of Alfred Adler's theory of individual psychology as a theoretical construct when planning counseling interventions for women who have experienced a recent relationship breakup. A case illustration is provided.

Rice, K. G., Choi, C., Zhang, Y., Morero, Y. I., & Anderson, D. (2012). Self-critical perfectionism, acculturative stress, and depression among international students. *The Counseling Psychologist, 40*, 576-600.

Among international students attending universities in the United States, Asian students have been found to have higher levels of anxiety compared to European students and U.S. students. The authors studied subgroups of Chinese and Asian Indian students at a major U.S. university. They examined whether self-critical perfectionism, acculturative stress, and students' interaction associated with different levels of depression. The results indicated the self-critical perfectionism was positively associated with both groups. For Asian Indian students, those that reported more acculturative stress and self-critical perfectionism had worse depression. Further research and implications are discussed.

Rice, K. G., Choi, C-C., Zang, Y., Villegas, J., Ye, H. J., Anderston, D., Nestic, A., & Bigler, M. (2009). International student perspectives on graduate advising relationships. *Journal of Counseling Psychology, 56*(3), 376-391.

This study attempted to fill a relative void in the college student literature by examining international graduate students' advising relationships. Results support the use of measure, the Advisory Working Alliance Inventory (Schlosser & Gelso, 2001) with international students

Rice, K.G. & Dellwo, J.P. (2002). Perfectionism and self-development: Implications for college adjustment. *Journal of Counseling and Development*, 80, 188-196.

This study investigated the adjustment to college of 2 groups of perfectionists (adaptive and maladaptive) and one group of non-perfectionists. Maladaptive perfectionists evidenced the poorest adjustment of all 3 groups. Adaptive perfectionists and non-perfectionists generally evidenced comparable aspects of emotional adjustment and academic integration. No differences between groups were observed in cumulative grade point average. Adaptive and maladaptive groups reported disruptions in self-development. Differences between the perfectionist groups suggested that the roles of idealized parental images in self-development might be important sorting points for the two groups.

Rice, K.G., Leever, B.A. Christopher, J., & Porter, J.D. (2006). Perfectionism, stress, and social (dis)connection: A short-term study of hopelessness, depression, and academic adjustment among honor students. *Journal of Counseling Psychology*, 53(4), 524-534.

This study tested models of perfectionism that predicted psychological distress (hopelessness, depression) and mediators of those associations (stress perception & social belonging) in 2 convenience cohorts of high achieving honors students who attended a large, public southern university. Adaptive (high standards) and maladaptive (self-critical perceptions of inadequacy in meeting performance expectations) dimensions of perfectionism were found to be significantly associated with concurrent and prospective perceived stress, social connectedness, depression, hopelessness, and perceived academic adjustment. Consistent with previous research, perfectionism appeared to be stable over time, especially in its maladaptive form. Based on these and other research findings, the authors conclude that maladaptive, self-critical perfectionism seems to adversely affect nearly every aspect of psychological functioning that is assessed.

Rice, K.G., & Lopez, F.G. (2004). Maladaptive perfectionism, adult attachment, and self-esteem in college students. *Journal of College Student Counseling*, 7, 118-128.

This study investigated whether overall level of adult attachment security contributes unique variance to the prediction of self-esteem and depression among maladaptive perfectionists. A convenience sample of college students who were enrolled at a large, public, university located in the north central U.S., completed the Multidimensional Perfectionism Scale (MPS), the Adult Attachment Questionnaire, and the Center for Epidemiological Studies-Depression Scale (CES-D). Findings indicated that students' current level of attachment security may function to either lessen or intensify the negative effects of maladaptive perfectionism on self-esteem.

Rice, K. G., Lopez, F. G., Richardson, C. M., Stinson, J. M. (2013). Perfectionism moderates stereotype threat effects on STEM majors' academic performance. *Journal of Counseling Psychology*, 60 (2), 287-293.

This study examined the effects of self-critical perfectionism on stereotype threat association and on the later performance in STEM courses. Students from two large universities were randomly assigned to one of two groups: experience a subtle stereotype threat or no stereotype threat. A short version of the Almost Perfect Scale-Revised, self-efficacy for Scientific/Technical Fields scale, and end of the semester grade were used as measures. Results indicated that stereotype threat predicted underrepresented GPAs. Also, Science self-efficacy scores were correlated with GPAs in courses where in women were underrepresented. Finally, in the control group, men's self-critical perfectionism was negatively correlated with GPAs while women's self-critical perfectionism was positively correlated with GPAs. Implications for self-efficacy and STEM majors are discussed.

Rice, K.G. & Mirzadeh, S.A. (2000). Perfectionism, attachment, and adjustment. *Journal of Counseling Psychology*, 47(2), 238-250.

This study examined whether perfectionism related to attachment, academic integration or depression. Two samples were utilized- the first was a convenience sample from elective undergraduate personal adjustment courses at a large, public, Midwestern university. The second served as a replication and extension of the first study. The sample was randomly drawn from the student body enrolled at the same institution. Replicated cluster analyses revealed 3 groups: adaptive, maladaptive and non-perfectionists. Attachment predicted type of perfectionist with adaptive perfectionists reporting more secure attachments and better academic integration.

Rice, K. G., Montfort, A. K., Ray, M. E., Davis, D. E., & DeBlare, C. (2019). A latent change score analysis of emotion regulation difficulties and evaluative threat in STEM. *Journal of Counseling Psychology*, 66(2), 158–169.

This study investigated experiences of evaluation threat and difficulties coping with emotions for first-time college freshman majoring in Science, Technology, Engineering, and Math (STEM). Participants included 432 undergraduate STEM majors who completed the Evaluative Threat in STEM Scale and the Difficulties in Emotion Regulation Scale at six different time points. Results showed that women had higher levels of evaluation threat when compared to men and both men and women with higher threat contributed to fewer coping strategies to manage distressing feelings. These findings suggest that student in STEM majors may benefit from early stress management interventions.

Rice, K. G., Ray, M. E., Davis, D. E., DeBlare, C., & Ashby, J. S. (2015). Perfectionism and longitudinal patterns of stress for STEM majors: Implications for academic performance. *Journal of Counseling Psychology*, 62(4), 718-731.

The authors of this study sought to discover whether perfectionism predicted longitudinal stress patterns for STEM students. Researchers assessed perfectionism, perceived academic stress, and academic performance in 432 freshman who intended to major in STEM-related fields. Findings revealed three stress patterns, which researchers labeled as low, moderate, and high. Perfectionism also fell into three categories, being adaptive, maladaptive, and nonperfectionistic.

Rice, K., Richardson, C. M. E., & Clark, D. (2012). Perfectionism, procrastination, and psychological distress. *Journal of Counseling Psychology*, 59 (2), 288-302.

This study examines the stability of maladaptive perfectionism, procrastination and psychological distress over 3 different points in a college semester. Results indicated that all three constructs were procrastinated had high levels of psychological distress while those that were highly perfectionistic students that had procrastinated at the beginning of the semester had no effect on high levels of psychological distress. Implications are discussed.

Rice, K. G., Suh, H., & Ege, E. (2014). Further evaluation of the outcome questionnaire–45.2. *Measurement & Evaluation in Counseling & Development*, 47(2), 102-117. doi: 10.177/0748175614522268

The Outcome Questionnaire-45 (OQ-45) is frequently used to measure psychotherapy outcomes in both clinical and research settings. The OQ-45.2 consists of three subscales: symptom distress, interpersonal relations, and social role performance. This study evaluated and replicated the OQ-45. Participants included college students from a large public university in the southeastern portion of the United States. The study included a nonclinical sample of 618 students who were recruited from undergraduate psychology courses and a clinical sample of 2,096 students who visited the campus counseling center. Findings in this study were consistent with previous research.

Rice, K. G., Suh, H., Yang, X., Choe, E., & Davis, D. E. (2016). The advising alliance for international and domestic graduate students: Measurement invariance and implications for academic stress. *Journal of Counseling Psychology*, 63(3), 331-342.

This study analyzed measurement invariance of the Advisory Working Alliance Inventory (AWAI-S) with 434 international and 387 domestic student participants to understand student alliance and satisfaction with advisors and student stress. Findings indicated that there was no significant difference between international and domestic students in relation to alliance, satisfaction, and stress.

Rice, K. G. & Van Arsdale, A. C. (2010). Perfectionism, perceived stress, drinking to cope, and alcohol-related problems among college students. *Journal of Counseling Psychology*, 57 (4), 439-450.

Problem drinking has been the cause for many problems among college students. This study examined the relationship of adaptive and maladaptive perfectionism and alcohol-related problems in college students. Participants were assessed using the Perceived Stress Scale, the Almost Perfect Scale-Revised, The Coping Motives subscale, and the Young Adult Alcohol Problems Screening Test. Results indicated that maladaptive perfectionist reported significantly higher levels of stress and drinking to cope, while adaptive perfectionists reported the fewest alcohol-related problems. There was a significant indirect effect for drinking to cope and alcohol-related problems. Future research and clinical implications are discussed.

Ridner, S. L., Newton, K. S., Staten, R. R., Crawford, T. N., & Hall, L. A. (2016). Predictors of well-being among college students. *Journal of American College Health, 64*(2), 116-124.

College-students truly have their well-being in their own hands when they reach college as this is often a time when risky behaviors may form. In order to develop programs targeted towards college student well-being, it is important to examine predictors of well-being in this population. This study evaluated well-being in 568 undergraduate students to identify health-related risk behaviors and predict well-being. The Public Health Surveillance Well-Being scale was used to evaluate mental, physical, and social components of well-being. Sleep quality was the strongest predictor of well-being. While sex was not significant in the final model, men reported higher levels of well-being compared to women. Students of LGBTQ orientation had lower levels of well-being. Diagnosis of depression and tobacco use were associated with lower levels of well-being. Grade point average and physical activity were predictors of well-being.

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

The authors explored factors influencing persistence decisions among a convenience sample of 346 racial/ethnic minorities (REM) and 813 European American freshmen and sophomore undergraduates attending a predominantly White southwestern university. Centrality of racial/ethnic identity was more important for REM students than for European American students in general and for women in particular. In contrast, public regard was more salient for European American students than for REM students, even when the gender of the student was held constant. Perceptions of the university environment and self-beliefs predicted persistence decisions for all participants.

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.

Ritter, K., Handsel, V., & Moore, T. (2016). Stages of Change in Relationship Status Questionnaire: Development and validation. *Journal of College Counseling, 19*(2), 154-167. doi:10.1002/jocc.12038

This study involved the development of the Stages of Change in Relationship Status (SOCRS) measure in 2 samples of college students. This scale is designed to measure how individuals progress through stages of change when terminating violent and nonviolent intimate relationships. Results indicated that the SOCRS is a reliable and valid tool to assess stages of change consistent with the guiding theory.

Rivero, E. M., Cimini, M. D., Bernier, J. E., Stanley, J. A., Murray, A. D., Anderson, D. A., & Wright, H. R. (2014). Implementing an early intervention program for residential students who present with suicide risk: A case study. *Journal of American College Health, 62*(4), 285-291.

Early intervention can play a key role in preventing suicide attempts. The following case study examined the effects of an early intervention program for college students demonstrating risk for suicide. 108 undergraduate students who were referred to the early intervention program participated in this study. The early intervention program consists for a 2 hour appointment which includes, assessment of current suicide risk; an evaluation of willingness and ability to refrain from self-harm; conducting consultation for psychiatric, psychological, and educational services; including parents or guardians previously contacted about the incident; and a supportive educational intervention for roommates. The student and psychologist work together to list sources of support and healthy alternative to risky behaviors. Students who completed this program remained in school and had small rebounds in their GPA the semester after the incident.

Rivers, S.E., Brackett, M.O., Sickler, C., Bertoli, M.C., & Salovey, P. (2013). Emotion skills as a protective factor for risky behaviors among college students. *Journal of College Student Development, 54* (2), 172-183.

In this study, the authors compared the contributions of emotional intelligence and self-esteem, to engagement in risk-taking behaviors among a convenience sample of undergraduates who were enrolled at a mid-sized, state university in the northeastern U.S. Structural equation modeling revealed that emotional intelligence, but not self-esteem, was related significantly to risky behaviors. The results of this study indicated that emotional intelligence was related inversely to risky behaviors, including those linked to substance abuse, adjustment problems (e.g., promiscuity, delinquency) and aggression.

Rizvi, S. L., & Steffel, L. M. (2014). A pilot study of 2 brief forms of dialectical behavior therapy skills training for emotion dysregulation in college students. *Journal of American College Health, 62*(6), 434-439.

For college students who face psychological problems it would be beneficial for treatment to address these problems while also addressing constraints of college. Dialectical behavior therapy (DBT) have been found to improve measures of suicidality, depression, and self-injury in college students. DBT skills training can be effective in emotional dysregulation across a variety of psychological disorders. This study examined the feasibility and efficacy of 2 abbreviated DBT skills training groups: emotion regulation skills only and emotion regulation with mindfulness skills. Participants engaged in 2-hour weekly group sessions for 8 weeks. Outcome measures were taken at baseline, midtreatment, posttreatment, and during at a 4-week follow-up. In both

groups, participants reported improvement in emotion dysregulation, affect, skills use, and functioning. While feasibility and efficacy for abbreviated skills training for emotion dysregulation was found, there was no additive benefit of mindfulness skills. Low attrition and positive participant feedback were present but issues with recruitment and enrollment were encountered.

Robbins, S.B., Wallis, A.B., & Dunston, K.T. (2003). Exploring the academic achievement and career aspirations of college-bound and postsecondary Zulu students. *The Counseling Psychologist*, 31(5), 593-618. doi: 10.1177/0011000003256349

The political, social, economic and educational transformation of South Africa has greatly expanded opportunities for Black South Africans. At the same time, little research is available about Black students' career and academic needs and how political, social, economic and educational contextual factors enable or impede student achievement. The purpose of this qualitative study was to explore and academic priorities, and perceived barriers and enablers. The 13 students who were interviewed were either transitioning from high school to college or in their first year of studies. The most dominant core idea related to the central role of family as support. Other factors of importance to these students were: a desire to succeed, and a concern about whether they had the concrete future goals and plans for many.

Roberti, J.W., Harrington, L.N., & Storch, E.A. (2006). Further psychometric support for the 10-Item version of the Perceived Stress Scale. *Journal of College Counseling*, 9(2), 135-147.

The Perceived Stress Scale (PSS) was developed (Cohen, et.al., 1983) to measure the degree to which situations in one's life are appraised as stressful. The PSS-10 was developed to measure the degree to which one perceives one's life as uncontrollable, unpredictable, and overloading. There has been no evaluation of the PSS-10 factor structure and construct validity. This study provides factorial analytic findings, construct validation, and normative data for the PSS-10 in a sample of U.S. college students from multiple sites. The findings reveal that the PSS-10 is a reliable and valid instrument for assessment of perceived stress in college students.

Roberti, J.W., & Storch, E.A. (2005). Psychosocial adjustment of college students with tattoos and piercings. *Journal of College Counseling*, 8, 14-18.

The purpose of this study was to explore the association between having body modifications such as tattoos and body piercings and psychological symptoms in a sample of college students. A convenience sample of undergraduates enrolled at a major university in the southeastern U.S. completed the Beck Depression Inventory-II, and the State-Trait Anxiety Inventory Trait version. Sixty five percent of the sample indicated that they had more than one tattoo or piercing and considered to have a body modification for the purpose of this study. Results revealed that those with body modification had higher prevalence of depression and anxiety .

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

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

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

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

Robertson, J.M., Benton, S.L., Newton, F.B., Downey, R.G., Marsh, P.A., Benton, S.A., Tseng, W.C., & Shin, K.H. (2006). K-State problem identification rating scales for college students. *Measurement and Evaluation in Counseling and Development, 39*, 141-160.

This article describes a new standardized screening tool for use in university counseling centers. This screening instrument has the following characteristics: it provides information on both academic and clinical problems faced by college students; it examines a list of symptom clusters not currently available in any single list; it uses a rating scale rather than a dichotomous checklist; it gives counselors an estimate of the degree of severity with which the symptoms are; The instrument can be completed in a relatively brief amount of time .

Robitschek, C. (2003). Validity of personal growth initiative scale scores with a Mexican America college student population. *Journal of Counseling Psychology, 50*(4), 496 502.

This study tested the validity of the Personal Growth Initiative Scale (PGIS, Robitschek, 1998, 1999) in a Mexican American student population, examining the relations of PGI with several cultural variables and replicating a validation study that had been conducted with primarily European American college students. Professional Growth Initiative is defined as active and intentional involvement in the self-change process. Results indicated that the PGIS scores appear to be culturally relevant for this population.

Robitschek, C., Ashton, M. W., Spring, C. C., Geiger, N., Byers, D., Schotts, G. C., and

Tohen, M. A. (2012). Development and psychometric evaluation of the Personal Growth Initiative Scale-II. *Journal of Counseling Psychology*, 59 (2), 274-287.

The authors expanded upon the Personal Growth Initiative Scale by developing a more multidimensional measure. This article consists of 3 studies: the first study focused on scale development while the other two studies focused on confirmatory factor analysis and test-re-test reliability. The final product consists of 4 sub-scales. The studies demonstrated strong internal consistency for the subscales and concurrent and discriminant validity. Implications and future research are discussed.

Robitschek, C. & Keyes, C. L. (2009). Keye's model of mental health with personal growth initiative as a parsimonious predictor. *Journal of Counseling Psychology*, 56 (2), 321-329.

In counseling psychology, it is helpful for counselors and researchers to discover factors to promote multidimensional mental health. This study will examine the replicability of the factor structure of Keye's multidimensional model of mental health among college students and to assess the effectiveness of personal growth initiative (PGI) as a parsimonious predictor of the multiple dimensions of mental health. A factor analysis supported the 3 factor model of psychological, social, and emotional well-being. The results indicated that PGI is a parsimonious predictor of Keye's model for both men and women. Implications for research and practice are discussed.

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

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

Rochlen, A.B., Rude, S.S., & Baron, A. (2005). The Relationship of client stages of change to working alliance and outcome in short-term counseling. *Journal of College Counseling*, 8(1), 52-64.

This study investigated the relationship between stage of change, as measured by McConaughy et al.'s Stage of Change Scale and constructs relevant to the process and outcome of counseling. Is the stages of change model, as measured by the SCS, related to central processes and outcomes in actual counseling situations? Data were collected by the Research Consortium of Counseling Psychological Services in Higher Education. A total of 46 institutions, private and public were selected to participate. Only data for students who were personal counseling clients

who had attended a minimum of four and a maximum of 20 counseling sessions were included. Participants provided demographic information, and completed the Outcome Questionnaire, the Working Alliance Inventory, and the Stages of Change Scale. Clients in the precontemplation stage evaluated the working alliance less favorably and experienced less improvement than clients in other stages.

Rockland-Miller, H.S., & Edlls, G.T. (2006). The implementation of mental health clinical triage systems in university health services. *Journal of College Student Psychotherapy*, 20(4), 39-51.

This article describes the processes and procedures involved in implementing a clinical triage system are described services and on the campus, and a discussion of risk management implications.

Rockland-Miller, H.S., & Eells, G.T. (2008). Strategies for effective psychiatric hospitalization of college and university students. *Journal of College Student Psychotherapy*, 22(3), 3-12.

The authors discuss the challenges of communicating effectively with local hospital emergency rooms or psychiatric inpatient facilities when a student is a client of one of those agencies. They offer a practical guide to the complex considerations before, during, and after the hospitalization of a college student. Developing relationships, becoming familiar with the major managed care companies who insure students represented in the student body, protocols for assessing and transporting students to local hospitals, and aftercare are covered.

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

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

Rogers Wood, N. A. & Petrie, T. A. (2010). Body dissatisfaction, ethnic identity, and disordered eating among African American Women. *Journal of Counseling Psychology*, 57 (2), 141-153.

A socio culture model was used to examine eating disorders among African American. The authors also investigated the influence of ethnic identity as well. Three hundred and twenty-two participants were surveyed on ethnic identity, societal pressures regarding thinness, internalization of societal beauty ideals, body image concerns and disordered eating. The results indicated that ethnic identity was inversely related to internalization of societal beauty ideals

while societal pressures regarding thinness were directly related. Internalization of societal beauty ideals and body image concerns were positively associated with disordered eating. Implications are discussed.

Romero, D. H., Riggs, S. A., & Ruggero, C. (2015). Coping, family social support, and psychological symptoms among student veterans. *Journal of Counseling Psychology, 62*(2), 242-252.

The purpose of this study was to examine links between coping style, family social support, and psychological symptoms among college student veterans to better inform interventions efforts with this population in a college environment. Participants were drawn from a larger project, producing 136 military veterans for this sample. Approximately 24% of the sample had a previous psychiatric diagnosis. Findings indicated that avoidant coping was positively associated with depressive, GAD, and PTSD symptoms. Family social support demonstrated both direct and moderating effects on symptom expression.

Romosz, A. M., & Quigley, B. M. (2013). Does alcohol use mediate the association between consequences experienced in high school and consequences experienced during the first semester of college? *Journal of College Student Development, 54*(2), 215-221.

In this study, the high school alcohol use, alcohol use since entering college, negative consequences of alcohol use, and academic functioning of 67 volunteer first-year student participants were measured. The main finding was the weekly drinking once at college mediated the relationship between high school alcohol use consequences and college alcohol use consequences generally, and academic consequences specifically.

Rosenbaum, P. J., & Liebert, H. (2015). Reframing the conversation on college student mental health. *Journal of College Student Psychotherapy, 29*(3), 179-196.

The authors explore the meaning of the term “mental health”. They argue that the complex environment in which increasingly diverse college students exist requires that clinicians consider these complexities before reducing presenting issues as symptoms that should be relieved so that the client can return to “normal” functioning.

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.

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.

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.

Rosenberg, H. Bonar, E.E., Pylvick, M., Jones, L.D. Hoffman, E., Murray, S., Faigin, C.A., et. al. Associations between university students' reported reasons for abstinence from illicit substances and type of drug. *Journal of College Student Development*, 53(1), 91-105.

A convenience sample of 211 undergraduates, who were enrolled at a public, Midwestern university, completed complete a self-report questionnaire designed to assess their reasons for abstaining from or limiting their use of a list of commonly used illicit drugs. Concerns about drug-induced impairment and conflicts with self-image were the reasons most frequently mentioned.

Rosenthal, B. S., & Wilson, W. C. (2016). Psychosocial dynamics of college students' use of mental health services. *Journal of College Counseling*, 19(3), 194-204. doi:10.1002/jocc.12043

The authors of this study tested a tentative multilevel, multivariable model of the use of counseling. In the model, use of counseling was the outcome variable, with the need for counseling and willingness to use counseling serving as direct proximal influences on the use of counseling and mediators of the effects of other variables. Testing utilized a convenience sample of eight hundred forty-seven 18- and 19-year-old 1st-year students enrolled at a public, urban college. Findings indicated that use of such services by 1st-year college students is directly a result of the need for these services and willingness to use them.

Rosenthal, B.S. & Schreiner, A.C. (2000). Prevalence of psychological symptoms among undergraduate students in an ethnically diverse urban public college. *Journal of American College Health*, 49(1), 12-18.

This study described the levels of psychological symptom manifested by first year students who attended a 4 year, nonresidential, undergraduate college in a public university system in the core city of a large metro area in the Northeast. A culturally diverse sample of 595 of these students was interviewed using 25 items from the Trauma Symptoms inventory to determine the extent to which participants were currently experiencing psychological symptoms. The students reported a wide range symptoms, with women's reported level of symptoms higher than men's.

Rosenthal, B. & Wilson, C. (2008). Mental health services: Use and disparity among diverse college students. *Journal of American College Health*, 57(1), 61-67.

This study presents an empirical assessment of actual use of counseling for emotional purposes during the first 6 months among a large sample of diverse undergraduates enrolled in one of two commuter colleges of a public university system in the core city of a large metro area in the Northeast. Student levels of use of campus counseling services (10%) were similar to that estimated for a national college sample. Students reporting higher levels of distress were more likely to use counseling; however, more than ¾ of students who reported clinically significant levels of distress had not received counseling. The authors did not observe disparities in use of mental health services related to sex, ethnicity, or socioeconomic status.

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.

Rothman, D.K. (2004). New approach to test anxiety. *Journal of College Student Psychotherapy, 18(4), 45-60.*

There are some students who are so disturbed by the testing experience that they are unable to perform to their full potential. The author first reviews theories of test anxiety and treatments and describes a new, multidimensional treatment model is described

Rowell, P. C., Mobley, A. K., Kemer, G., & Giordano, A. (2014). Examination of a group counseling model of career decision making with college students. *Journal of College Counseling, 17(2), 163-174. doi:10.1002/j.2161-1882.2014.00055.x*

The authors examined the effectiveness of a group career counseling model first proposed by Richard Pyle in college students' career decision-making abilities. They used a Solomon 4-group design and found that undergraduate students from a mid-sized public university in the southeastern United States enrolled in an undergraduate career and life planning course who participated in the career counseling groups had significantly greater increases in career decision-making abilities than those who did not participate in the groups.

Rush, C. C., Curry, J. F., & Looney, J. G. (2016). Alcohol expectancies and drinking behaviors among college students with disordered eating. *Journal of American College Health, 64(3), 195-204.*

Both problematic drinking and problematic eating behaviors have been associated with negative outcomes for college students. Additionally, those who engage in disordered eating behavior (DEB) are more likely to engage in problematic drinking. This study examined binge drinking, alcohol expectancies, and risky and protective drinking behaviors in relation to DEBs in college students. A combination of 7,720 male and female undergraduate students participated in this study. Results indicated that positive and negative alcohol expectancies were higher in both male and female participants with DEB. Moderate DEB in females was associated with greater expectancy for sexual opportunity while those with severe DEB expected that alcohol would improve their social life. Loss of control while drinking was highest among females with severe DEB and males with moderate and severe DEB. Engaging in risky drinking behaviors was more common in males and females with DEB. Males with DEB were more likely to pregame, choose higher alcohol concentrated drinks, and refrain from eating before drinking. Females with DEB also displayed these behaviors in addition to chugging and doing shots.

Ruthig, J.C., Marrone, S., Hladkyj, S. & Robinson-Epp, N. (2011). Changes in college student health: Implications for academic performance. *Journal of College Student Development, 52 (3), 307-320.*

This authors of this study investigated the longitudinal associations of health perceptions and behaviors with subsequent academic performance among a convenience sample of college students who were enrolled at a large, public, research-intensive Midwestern university. After controlling for prior achievement, increased binge drinking negatively predicted female students' academic performance and feelings of success; increased tobacco use negatively predicted male students' performance.

Sahker, E., Acion, L., & Arndt, S. (2015). National analysis of differences among substance abuse treatment outcomes: College student and nonstudent emerging adults. *Journal of American College Health, 63*(2), 118-124.

Emerging adulthood is associated with increased risky behavior such as substance use. However previous research has indicated that education attainment and school enrollment may be protective factors against substance dependence. Not much is known about emerging adults in treatment and how that ties in with student status and treatment success. The current study examined differences between emerging adult students and nonstudents to understand if student status predicts treatment outcomes. Students were more likely to complete treatment than nonstudents and in a shorter period of time. Student status may serve as external motivation that potentially increases clients' sense of urgency to complete treatment. Alcohol was reported as the primary problem substance more in the student group. Students were less likely to report marijuana as their primary problem substance.

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

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

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

More Americans with mental illnesses are enrolling in college and obtaining higher education. Research has found that 86% of students with mental illnesses withdraw from college compared the 45% withdrawal rate for the general student population. The authors examined the campus experiences for those with mental illnesses compared to the general population, if there was perceived stigma and discrimination and if those experiences were associated with graduation. Participants completed anonymous online surveys. The results indicated that students with mental illnesses were less likely to use campus facilities and poorer relationships compared to the general population. For those students with mental illnesses that did graduate, factors that contributed were use of campus facilities, involvement in clubs, engagement with faculty, and overall satisfaction was higher. About 27% of the students with mental illnesses reported being treated differently most of the time, once their mental illness was found out. Current students with mental illnesses were more involved than former students with mental illnesses suggesting that campus experiences for those are improving. However, campus experiences need to continue improving to decrease attrition and increase graduation rates for this population.

Sanchez, D. (2013). Racial identity attitudes and ego identity statuses in Dominican and Puerto Rican college students. *Journal of College Student Development, 54(5), 497-510.*

This research found that among college students of Dominican and Puerto Rican ethnicities, racial attitudes were significantly related to ego identity statuses. Internationalization racial identity statuses were related to foreclosed ego statuses, and dissonance racial identity statuses were related to moratorium ego statuses. The findings have potential implications for preventive, developmental, adjustment, and mental health practice when working with students of Dominican and Puerto Rican ethnicities.

Sanchez, D., Adams, W. N., Arango, S. C., & Flannigan, A. E. (2018). Racial-ethnic microaggressions, coping strategies, and mental health in Asian American and Latinx American college students: A mediation model. *Journal of Counseling Psychology, 65(2), 214-225.*

Racial-ethnic microaggressions are subtle everyday forms of discrimination. Existing literature on the role coping strategies play in the relationship between these microaggressions and mental health is lacking for Asian American and Latinx American college students. This study utilized Lazarus and Folkman's (1984) stress and coping framework to examine engagement and disengagement coping strategies as potential mediators for psychological distress. Results suggest that proactive coping strategies can prepare Asian American and Latinx American college students to better react to racial-ethnic microaggression, which can result in less psychological distress. The authors recommend that mental health clinicians and educators support and validate students' as well as assist them with processing their experiences with microaggressions to identify which coping strategies are helpful.

Sanftner, J.L., Cameron, R.P., Tantillo, M., Heigel, C.P., Martin, D.L., Sippel-Silowash, J.A., Taggart, J.M. (2006). Mutuality as an aspect of family functioning in predicting eating disorder symptoms in college women. *Journal of College Student Psychotherapy, 21, 41-66.*

Mutuality occurs when persons have the ability to experience the feelings and thoughts of another while still maintaining a sense of one's own feelings and thoughts. This study attempts to demonstrate that low mutuality is related to eating disorder beliefs, attitudes and behavior. The authors used convenience sample from two large universities in the Midwest and the West who completed questionnaires (*Family Emotional Involvement and Criticism Scale or Mutual Psychological Development Questionnaire; and Eating Disorder Inventory*), in exchange for course credit. The authors found that mutuality was significantly associated with eating disorder symptoms and behaviors.

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

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

Sart, Z. H., Börkan, B., Erkman, F., & Serbest, S. (2016). Resilience as a mediator between parental acceptance-rejection and depressive symptoms among university students in Turkey. *Journal of Counseling & Development, 94*(2), 195-209. doi: 10.1002/jcad.12076

Parental acceptance-rejection theory suggests the importance of parental acceptance on a child's sense of well-being. Parental acceptance has been found to lead to positive relationships, higher levels of life satisfaction, and happiness among their children. The theory also postulates that a lack of parental acceptance may lead to unfavorable consequences such as low self-esteem and emotional instability in the children. This study investigates the role of perceived resilience between perceived parental acceptance-rejection and occurrence of depressive symptoms in 384 undergraduate students in Turkey. Results indicated the importance of resilience-based interventions, especially in times of transitions such as adapting to university life.

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.

Savage, M. & Page, S. (2000). Business and arts students: Epistemological and value changes between disciplines. *Journal of College Student Psychotherapy, 14*(4), 43-55.

How does the university experience affect student values? This cross-sectional study examines student values, conceptions of reality, views about the nature and locus of causality, and general biases in interpreting human behavior, that is their epistemological perspectives. Convenience samples of first and senior year business and arts students attending a Canadian university completed the Biddle, Bank, and Slavings Values Scale and the Attitudes About Reality Scale. Generally, arts and business students differed in both values and epistemology. Senior arts students, as compared with first year counterparts, moved in the direction of more liberal, egalitarian and aesthetic values and greater social constructionism. Business students moved toward stronger endorsement of logical positivism and weaker endorsement of liberal, egalitarian and/or aesthetic values from first to senior year

Scent, C. L., & Boes, S. R. (2014). Acceptance and commitment training: A brief intervention to reduce procrastination among college students. *Journal of College Student Psychotherapy*, 28(2), 144-156. doi:10.1080/87568225.2014.883887

This article describes a brief Acceptance and Commitment Therapy (ACT) intervention for reducing procrastination. Resources for learning the treatment modality are described.

Schaumberg, K., Anderson, L. M., Reilly, E., & Anderson, D. A. (2014). Patterns of compensatory behaviors and disordered eating in college students. *Journal of American College Health*, 62(8), 526-533.

Compensatory behaviors like using laxatives, self-induced vomiting, and exercise to influence body shape or weight are often clinically significant features of eating disorders. Those who use multiple methods of compensatory behaviors tend to have worse eating disorder symptomology. This study examined rates of endorsement of eating-related compensatory behaviors in a sample of college students. Three groups of students emerged: those who did not endorse purging behaviors, those who endorsed only exercise, and those who endorsed laxative use or vomiting. Results indicated a significant level of compensatory exercise in this sample of participants. Those reporting compensatory behaviors reported higher levels of eating disorder risk. Those who utilized vomiting and laxative use had the highest scores on the Eating Disorder Examination Questionnaire (EDE-Q). Frequency of exercise was somewhat related to dietary restraint in this study.

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.

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.

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 body 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.

Schenkenfelder, M., Frickey, E. A., & Larson, L. M. (2020). College environment and basic psychological needs: Predicting academic major satisfaction. *Journal of Counseling Psychology, 67*(2), 265–273.

This study sought to explore the relationships of faculty and peer support on academic major satisfaction to extend current literature in self-determination theory. Participants included 320 students recruited from a large midwestern university. The authors hypothesized that students' perceptions of volitional autonomy, competence, and relatedness in their academic majors would mediate the relationships between perceived faculty and peer support and major satisfaction. Results from structural equation modeling suggested that students' sense of autonomy in their major plays an important role in explaining the relationship between perceived faculty and peer support and academic major satisfaction. The authors concluded that self-determination theory is a helpful framework for understanding how faculty and peer support relates to major satisfaction and psychological needs.

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

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

Schindler, N., & Hope, K. J. (2016). Commitment and relatedness: How college students use religious coping to manage anxiety. *Journal of College Counseling, 19*(2), 180-192. doi:10.1002/jocc.12040

The purpose of this article is to review the literature related to the ways in which religious coping assists college students in managing their anxiety (i.e., preventing or reducing it). The article briefly examines the phenomenon of negative religious coping, which can markedly increase college students' anxiety.

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

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

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

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

Schleicher, S.S. & Gilbert, L.A. (2005). Heterosexual dating discourses among college students: Is there still a double standard? *Journal of College Student Psychotherapy, 8*, 7-23.

This study examines the extent to which traditional views of male and female sexuality describe the dating experiences of college students and the extent to which contemporary notions of mutual sexual desire and male sexual integrity characterize dating experiences. The authors investigated the extent to which male sexual drive discourse influences dating experiences of young adult college students. Participants were female and male upper class, undergraduate students who identified as being in a heterosexual dating relationship and who were enrolled at a large southwestern university. The convenience sample of students completed parallel measures under two different instructional conditions. In the first, participants were asked to indicate their experience with various themes that characterized dating relationships. In the second, participants were asked to indicate how much they would prefer these themes to be true of their dating relationships. A detailed discussion of the responses from this sample describing dating behavior that seemed to indicate that men seemed to want to be less bound by traditional sexual scripts.

Schmidt, C., Piontkowski, S., Raque-Bogdan, T., & Ziemer, K. S. (2014). Relational health, ethnic identity, and well-being of college students of color: A strengths-based perspective. *The Counseling Psychologist, 42*(4), 473–496.

The authors of this study utilized a framework of relational-cultural theory (RCT) to explore the relations between growth-enhancing relationships, ethnic identity, and psychological and physical well-being for college students of color. The 229 self-identified ethnic minority

participants were part of a larger project. Results found that students of color who have fewer growth-enhancing relationships with peers, mentors, and their community, and a less-developed sense of ethnic identity, appear to have lower levels of physical and psychological well-being.

Schnider, K.R., Elhai, J.D., & Gray, M.J. (2007). Coping style use predicts posttraumatic stress and complicated grief symptom severity among college students reporting a traumatic loss. *Journal of Counseling Psychology, 54*(3), 344-350.

This study examined two mediators of grief and posttraumatic stress disorder (PTSD) among a convenience sample of college students attending a Midwestern university in the U.S. who reported the unexpected death of a significant friend or family member. Students were administered a battery of instruments designed to collect data relevant to the purpose of the study. The authors found that chronic grief (CG) and PTSD severity were both significantly positively correlated with problem-focused coping and active and avoidant emotional coping styles among students reporting a previous traumatic loss.

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 body 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.

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

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

Scholl, M.B. (2006). Native American identity development and counseling preferences: A study of Lumbee undergraduates. *Journal of College Counseling, 9*, 47-59.

This author of this study investigated the relationships among the racial identity development status levels of Native American college students and their preferences for counselor role. A combination of survey and convenience sample of Native American students provided demographic information and completed the Psychotherapy Expectancy Inventory-Revised, and

the People of Color Racial Identity Attitude Scale. Participants indicated that they preferred a relationship-giving counseling style and only moderately preferred an advice-giving style.

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

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

Schonfeld, L., Braue, L. A., Stire, S., Gum, A. M., Cross, B. L., & Brown, L. M. (2015). Behavioral health and adjustment to college life for student service members/veterans. *Journal of American College Health, 63(7), 428-436.*

Service members are returning home and enrolling in higher education. Often, these specific students are experiencing anxiety, depression, PTSD, and suicide risk. The following article examined adjustment to academic life for services members along with behavioral health problems, those both past and present. 200 student service members/veterans (SSM/V) completed multiple self-report instruments. T-test and chi squared test were used to analyze results. The authors found that those reporting difficulties adjusting to university life reported more behavioral and health problems and also had more problems while they were in the military. While substance use was not significant there were significantly higher levels for PTSD, depression, and mental health disorders.

Schwartz, A.J. (2005). *Journal of College Student Psychotherapy, 35-47.* Commentary on "Variability in college student suicide: Age, gender, and race." *Journal of College Student Psychotherapy, 20, 35-47.*

The author provides a critique of the Stephenson, Beliss and Balliet article. He concludes that their paper does not provide an adequate, complete and adequate summary of our present knowledge of completed suicide, The article attempts to redress the shortcomings identified by the author.

Schwartz, A.J. (2006). College student suicide in the United States: 1990-1991 through 2003-2004. *Journal of American College Health, 54(6), 341-352.*

The author, using U.S. government data and the National Survey of Counseling Center Directors (NSCCD), reports that while suicide is the second leading cause of death among American college students, suggestions that there is a growing epidemic are false. Rather, according to the author, there is a growing expectation that colleges and universities will prevent suicide by their students. Between 1952 and 1996 the reported rates of suicide among adolescents and young adults nearly tripled. However 100% of the increase occurred between 1955 and 1976. The rate is now close to its lowest value in the past 100 years. Suicide rates for 20-24 year old college students was half the rate for the same group in general U.S. population. Suicide rates for clients of campus counseling centers is 3 times the rate of students who have not been clients, but their

risk of suicide is 18 times as high as the risk for individuals in the general student population. Based on this data, the author concludes that university counseling centers are effective in reducing the suicide rate for clients by a factor of 6. Finally, the author's review of the NSCCD revealed that the proportion of students who use campus counseling centers was almost perfectly correlated with the availability of campus mental health professionals.

Schwartz, A.J. (2006). Four eras of study of college student suicide in the United States: 1920-2004. *Journal of American College Health*, 54(6), 353-366.

The author offers a comparative analysis of data from studies of college student suicide from 4 eras: 1920-60, 1960-80, 1980-90, and 1990-2004. The suicide rate of college students has declined steadily during the period of this analysis. The author concludes that this is the result of the decreasing proportion of men in the student populations studied. The rate has also consistently been about half the rate of the general U.S. population; the author presents evidence to support his argument that this favorable relative rate for college students is largely due to the effective prohibition of firearms on college campuses.

Schwartz, A. J. (2015). Is student pathology really increasing? Seven measures of the acuity of counseling center clients, 1992–2007. *Journal of College Student Psychotherapy*, 29(4), 257-270. doi:10.1080/87568225.2015.1074017

This article addresses the perennial question framed in the article's title. Data were routinely collected over a 15 year period (1992-2007) at a counseling center of a private, moderate-sized university located in the Northeastern U.S., 15 years (1992–1993 through 2006–2007). Analysis indicated no increase in client self-reported severity of presenting issues.

Schwartz, A. J. (2016). Session limits and the probability of the next visit. *Journal of College Student Psychotherapy*, 30(4), 238-251. doi:10.1080/87568225.2016.1219609

This study focuses on the operational planning factor of the probability of the next visit. It considers the pattern of this probability across the span of treatment, the impact of modifying the values of the probability for the earliest sessions and the impact of imposing a session limit at various points in the potential course of treatment. The data used in this study came from 1) the Research Consortium of Counseling and Psychological Services in Higher Education, 2) the archives of a single university counseling center serving students at an institution of moderate size located in the northeastern United States, 3) two series of artificial datasets based on the UCC-10 dataset. Analyses indicate that there is a fairly stable pattern to students use of counseling services, that this pattern is affected by the imposition of a limit, and that reducing the probabilities of a next visit for the first, second, and third visits has a greater impact on reducing total service demand than imposing a limit at the 12th visit.

Schwartz, H., & Hain, R. (2014). Psychological treatment as part of dropout prevention: An Israeli program. *Journal of College Student Psychotherapy*, 28(3), 218-228. doi:10.1080/87568225.2014.915171

An intervention for students at academic risk of dismissal who also face emotional problems is presented. The program includes immediate psychotherapy within a comprehensive program designed to support at-risk students. Early results and a case study are discussed.

Schwartz, J. L., Donovan, J., & Guido-DiBrito, F. (2009). Stories of social class: Self identified Mexican male college students crack the silence. *Journal of College Student Development, 50*(1), 50-66.

This qualitative study examined the experiences of 5 self-identified Mexican male college students with a clear focus on the role social class played in their self-identities. The authors discuss practice implications centering on providing supportive and affirming campus experiences for Latino students from socioeconomically disadvantaged families.

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

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

Schwartz, J.P., Griffin, L.D., Russell, M.M., & Frontaura-Duck, S. (2006). Prevention of dating violence on college campuses: An innovative program. *Journal of College Counseling, 9*, 90-96.

This article describes the pilot of an interactive dating violence prevention program that was presented to sorority and fraternity members by their peers. The program was evidence-based and designed to accomplish the following goals: 1) increase awareness of the way in which gender role stereotypes contribute to relationship violence; 2) identify forms of relationship violence; 3) present strategies to avoid relationship violence; 4) raise social responsibility surrounding the issue of violence in relationships. Pre and post audience evaluations revealed that participant stereotypical and misogynistic attitudes about dating violence decreased. After providing some contextual information gleaned from the interviews, the victims responses to the above questions are discussed in a well-written narrative that thoroughly reports the reactions of the survivors.

Schwartz, S. J., & Finley, G. E. (2010). Troubled ruminations about parents: Conceptualization and validation with emerging adults. *Journal of Counseling & Development, 88*(1), 80-91. <http://dx.doi.org/10.1002/j.1556-6678.2010.tb00154.x>

The purpose of this study was to introduce the concept of troubled rumination about parents and develop a screening instrument. Participants were 1,376 university students. Researchers conceptualize the concept of troubled in the context of attachment theory and parental-rejection theory. In particular, troubled rumination about parents emerges from students' feelings of

having been rejected by their parents. Researchers established the reliability and validity of a four item screening instrument for measuring troubled rumination about parents. Implications for the usefulness of measurement of troubled rumination about parents in clinical practice are discussed.

Schwartz, S. J., Weisskirch, R. S., Zamboanga, B. L., Castillo, L. G., Ham, L. S., Huynh, Q.L., . . . Vernon, M. (2011). Dimensions of acculturation: Associations with health risk behaviors among college students from immigrant families. *Journal of Counseling Psychology*, 58 (1), 27-41.

This study examines the relationship between risky healthy behaviors and acculturation for students from immigrant families. First and second generation immigrant students from multiple universities participated in the study. Students completed measures on behavioral acculturation, cultural values, ethnic and U. S. identity, patterns of alcohol and drug use, engagement in potentially unsafe sexual activities, and driving while intoxicated. The results indicated that heritage practices and collectivist values were protective factors against risky behaviors. Implications for counseling practice are discussed.

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

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

Schwartzman, C. M., King, B. R., Newheiser, A.-K., Oswald, J. M., Bugatti, M., Cedeno, E., & Boswell, J. F. (2020). Feasibility and acceptability of a novel tool for the study of interpersonal processes in psychotherapy. *Journal of Counseling Psychology*, 67(4), 462–474.

Technology innovations such as the Sociometric Badge (SB) can increase the efficiency of process data collection and processing by measuring dyadic interpersonal process variables in real-time. This pilot study examined the feasibility and acceptance of SB devices compared to traditional audio recording equipment. Participants included 306 undergraduate students who were randomly placed into dyads. Each dyad was then randomly assigned to either a SB condition or traditional recording device condition. Results indicated no changes between conditions for students' perceived quality of the relationship. However, students in the audio recorder condition reported more awareness of the device in the room. Authors concluded that wearable sensing devices may be suitable for routine psychotherapy research and practice.

Schweizer, C. A., Doran, N., & Myers, M. G. (2014). Social facilitation expectancies for smoking: Psychometric properties of a new measure. *Journal of American College Health, 62*(2), 136-144.

Cigarette use is highest among adults aged 18 to 24. College student smokers frequently report “social smoking” and smoke in social situations. College students tend to view social contexts and parties as “permission” to use tobacco. The Social Facilitation Expectancies (SFE) scale was developed to assess social facilitation expectancies for smoking. The SFE is a 10-item measure rated on a 5-point Likert-type scale. The SFE was psychometrically supported with established reliability and construct and content validity. Use of the SFE in the young adult college student population was supported. Higher SFE scores were present among those with greater smoking experience and greater endorsement of other smoking-related beliefs

Schwitzer, A.M. (2003). A framework for college counseling responses to large scale traumatic incidents. *Journal of College Student Psychotherapy, 18*(2), 49-65.

In this article, the author proposes a conceptual framework to guide college counselors when dealing with large scale traumatic incidents. The foundation of the proposal is the use of the *DSM-IV-TR* to define student need and Drum & Lawler’s tripartite intervention model to organize counseling center responses. Also discussed are college counseling roles of crisis intervention and consultation related to the large scale traumatic event.

Schwitzer, A.M. (2005). Self-development, social support, and student help-seeking: Research summary and implications for college psychotherapists. *Journal of College Student Psychotherapy, 20*(2), 29-52.

This article reports on an ongoing research program investigating interventions for a diverse range of college clientele. Findings from this research suggest three themes: 1) support services tend to be most utilized by developmentally low-risk students; 2) participants tend to prefer programs providing high social support, versus self-directed, less engaging interventions; and 3) interactions as a result of interventions cause a curvilinear relationship between self-development, provision of support, and program outcomes. Implications and suggestions for future research are included.

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

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

pulled from limited sources, and utilizing the framework requires expertise, adequate resources and institutional commitment.

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

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

Schwitzer, A. M., & Choate, L. H. (2015). College women eating disorder diagnostic profile and DSM-5. *Journal of American College Health, 63(1), 73-78.*

Late adolescents and young adult women are at higher risk for developing eating disorders, especially college women. The college women eating disorder diagnostic profile was established to recognize, diagnose, and respond to commonly experienced eating concerns within this age group. Because the profile was based off of DSM-IV-TR material, this article suggests implications in the context of the new DSM-5. In the Feeding and Eating Disorders section of the DSM-5 the Eating Disorders Not Otherwise Specified (EDNOS) is removed, criteria of major eating disorder has been revised, and new categories have been added. Diagnoses now include anorexia, bulimia, Binge Eating Disorder, Other Specified Eating Disorder, and Unspecified Eating Disorder. Table 1 of this article on page 75 contains a comparison of key features of DSM-5 eating disorder diagnoses and the college women eating disorder diagnostic profile. The college women eating disorder diagnostic profile maintains consistency with the DSM-5. The profile is able to address dimensionality, cross-cutting assessment, and comorbidity which is useful under the new Unspecified category.

Schwitzer, A.M., Griffin, O.T., Ancis, J.R., & Thomas, C.R. (1999). Social adjustment experiences of African American college students. *Journal of Counseling and Development, 77, 189-197.*

African American students who attended a predominantly White campus experienced feelings (1) that they were underrepresented within the academic community; (2) of racism; (3) perceptions that faculty were unapproachable; and (4) that they would prefer to deal with faculty who were more like themselves in terms of race, gender, major, etc. This information can be useful to counselors for designing: (1) preventative interventions; (2) developmental interventions; and (3) consultations.

Schwitzer, A.M., Guiffrida, D., & Choate, L.H. (2005). Publishing in the *Journal of College Counseling, part 1: Disseminating college counseling, knowledge through research studies. Journal of College Counseling, 8(2), 99-106.*

The new editors of the *Journal of College Counseling* provide information about the journal and several recommendations for prospective contributors. Items covered include manuscript

submission and the review process, a description of the types of articles sought by the journal's editors, and the format and style that the articles should follow.

Schwitzer, A.M., Hatfield, T., Jones, A.R., Duggan, M.H., Jurgens, J., & Winninger, A. (2008). Confirmation among college women: The eating disorders not otherwise specified diagnostic profile. *Journal of American College Health, 56(6), 607-615.*

This study a proposed Not Otherwise Specified (NOS) diagnostic profile is examined to determine if it is applicable for women with clinically significant eating concerns who do not seek treatment. One hundred twenty-two female college students who attended a campus eating disorders awareness workshops, those seeking information during Eating Disorders Information Week, and women not concerned about eating disorders participated in the study. Participants completed the Eating Attitudes Test (EAT-26). Results suggested that the framework is specific to women with eating problems but does not applying over-generally to all college women or to all female patients and clients.

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.

Schwitzer, A. M., Pribesh, S., Ellis-O'Quinn, A., Huber, P. B., & Wilmer, E. C. (2016). Community college counseling: Why are research outcomes so elusive? *Journal of College Counseling, 19*(1), 76-95. doi:10.1002/jocc.12032

The focus of this study is counseling research in the community college context. Three separate research studies are reported in detail, each conducted to examine the applicability (to community colleges) of a specific theoretical practice model drawn from the literature pertaining to 4-year college and university practices. The first study examined student factors that might affect the retention and success of an at-risk student population, namely, individuals enrolled in math courses for underprepared learners at a community college. The second study analyzed institutional factors and, more specifically, effects of supportive interventions such as learning communities at a community college that have been correlated with retention and success at four-year institutions. The third study investigated first-semester student experiences in supportive orientation programs at a community college. The authors suggest the need for a robust community college knowledge base, describe some limitations of the current community college literature and suggest a framework for more effective work in this area.

Schwitzer, A.M., Rodriguez, E., Thomas, C., Salimi, L. (2001). The eating disorders NOS diagnostic profile among college women. *Journal of American College Health, 49*, 157-166.

This study examined a proposed model (Eating Disorder NOS diagnostic framework) that was designed to describe and assess the experiences of college women who present moderate eating related concerns when they seek health and counseling services. Female college students who attended a public, mid-sized, southeastern university and who had used a multidisciplinary eating disorder intervention program participated in the study. Overall, findings suggested that the model describes the group of college women who seek help and resources for moderate eating-related health and mental health concerns.

Seidman, A. J., Wade, N. G., Lannin, D. G., Heath, P. J., Brenner, R. E., & Vogel, D. L. (2018). Self-affirming values to increase student veterans' intentions to seek counseling. *Journal of Counseling Psychology, 65*(5), 653–660.

Self-affirmation interventions have been implemented to promote psychological help-seeking intentions among student veterans. This study explored whether student veterans' intentions to seek counseling increased following a self-affirmation intervention when they had not previously sought out counseling services. Participants included 74 student veterans who completed pretest measures of distress and help seeking. Participants were randomly selected to participate in either a self-affirmation plus psychoeducation or psychoeducation-only group. Student veterans who participated in the self-affirmation intervention reported increased intentions to seek counseling immediately following the intervention and one-week after the intervention compared to those who received only psychoeducation. These findings suggest that the self-affirmation intervention was effective at increasing student veterans' intentions to seek counseling.

Shadick, R., Dagirmanjian, F. B., Trub, L., & Dawson, H. (2016). Sexual orientation and first-year college students' nonmedical use of prescription drugs. *Journal of American College Health*, 64(4), 292-299.

Nonmedical use of prescription drugs (NMUPD) has increased so they are the most commonly abused substances after alcohol and marijuana. Adolescents and adults who identify as lesbian, gay, or bisexual (LGB) have higher rates of general substance abuse and may be more at risk for NMUPD. This study examined differences in NMUPD between heterosexual, lesbian, gay, bisexual, and questioning first-year students. Hierarchical regression revealed that LGBQ students reported higher rates of NMUPD than heterosexual students. Bisexual and questioning students had higher rates of nonmedical painkiller use than heterosexual students and gay men. Compared to heterosexual females, lesbian, bisexual, and questioning females had higher nonmedical painkiller use. While significant rates were found with all of the following groups, bisexual students reported the highest nonmedical usage of anxiolytics and stimulants followed by gay and lesbian students.

Shaffer, K. S., Love, M. M., Haak, P. P., Shen, C. W., Chapman, K. M., & Horn, A. J. (2017). Walk-in triage systems in university counseling centers. *Journal of College Student Psychotherapy*, 31(1), 71-89. doi:10.1080/87568225.2016.1254005

The authors report the results of an assessment of a walk-in triage in-take system compared with a traditional system of intake at a large, southeastern university counseling center. Results of this assessment suggest that the walk-in triage system correlated with a significant increase in the ratio of attended appointments to overall scheduled appointments when compared to the more traditional intake scheduling system. The number of client no-shows proportional to the number of scheduled appointments decreased significantly during the walk-in triage system. These factors resulted in an increase in clinicians' individual client caseloads after implementing the walk-in triage system.

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.

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.

Shannonhouse, L., Lin, Y. D., Shaw, K., Wanna, R., & Porter, M. (2017). Suicide intervention training for college staff: Program evaluation and intervention skill measurement. *Journal of American College Health, 65(7), 450-456.*

The authors of this study compared college employees who received Applied Suicided Intervention Skills Training (ASIST) to those who were on a wait list to receive training. ASIST trains individuals in suicide intervention generally allowing them to feel more competent and confident when interacting with a person-at-risk of suicide. ASIST uses the Pathway for Assisting Life (PAL) model which emphasizes the quality of the interaction between the caregiver and person-at-risk. Pre and post-training were analyzed to explore skills for responding to students at risk, attitudes towards suicide, knowledge about suicide, and comfort, competence, and confidence when helping a student at risk. The authors found that ASIST improved both the self-perception and intervention skills of college staff working with at risk students. Those who participated in ASIST had more knowledge about suicide when compared to the control group.

Sharkin, B.S. & Coulter, L.P. (2005). Empirically supporting the increasing severity of college counseling center client problems: Why is it so challenging? *Journal of College Counseling, 8(2), 165-171.*

Have the mental health problems of college students become increasingly more severe over the past two decades? Empirical evidence to answer this question has not been forthcoming in the counseling literature. In this article the authors explore methodological challenges for researchers who attempt to examine this question.

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.

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.

She, Z., Duncan, B. L., Reese, R. J., Sun, Q., Shi, Y., Jiang, G., Wu, C., & Clements, A. L. (2018). Client feedback in China: A randomized clinical trial in a college counseling center. *Journal of Counseling Psychology*, 65(6), 727–737.

Previous research has shown that client feedback can improve psychotherapy outcomes; however, these studies have not examined these effects outside of the United States or Europe. The study sought to investigate the impact of a client feedback intervention implemented at a college counseling center in Wuhan, China. A treatment as usual was compared to a feedback condition where therapist had access to client-given outcome and alliance information. Clients in the feedback condition showed significantly greater improvement compared to those receiving treatment as usual. Additionally, scores on alliance improved significantly more across treatment. Results suggest that the positive impacts of implementing client feedback systems can occur in Chinese college counseling settings.

Shea, M., Wong, Y.J., Nguyen, K.K., & Baghdasarian, S. (2017). College women's subjective femininity stress, gender solidarity, and psychological help-seeking intentions. *The Counseling Psychologist*, 45(3), 438–461.

Previous research has demonstrated that one of the most consistent factors in predicting help-seeking attitudes is gender. This study utilized the theory of reasoned action (TRA) as a framework to consider factors that predict individuals' psychological help-seeking behavior. This study investigated the associations between subjective femininity stress and gender solidarity and psychological help-seeking intention, while exploring the mediating roles of help-seeking attitudes and social stigma. The sample included 451 participants who self-identified as women from a minority serving institution. Results found a positive association between subjective femininity stress and perceived stigma. Results also indicated a positive relationship between femininity stress and attitudes toward seeking professional help, and its subsequent positive relationship with help-seeking intention. Mediation analysis showed that femininity stress was positively related to stigma and attitudes toward seeking professional help, but negatively correlated with help-seeking intention.

Shea, M., Wong, Y. J., Nguyen, K. K., & Gonzalez, P. D. (2019). College students' barriers to seeking mental health counseling: Scale development and psychometric evaluation. *Journal of Counseling Psychology*, 66(5), 626–639.

This study developed and explored the psychometric properties for the Barriers to Seeking Mental Health Counseling (BMHC) scale. The BMHC measures perceived help-seeking barrier for college-aged students. Two studies were conducted using ethnically diverse samples to examine the validity and reliability of the measure. Exploratory and confirmatory factor analyses suggested support for the six specific types of perceived barriers. Additionally, evidence was found for incremental validity, internal reliability, and temporal stability. These findings could be used to promote college students' psychological well-being by informing prevention, intervention, and counselor training efforts.

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.

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 ($M=14.33$), $t(293) = -5.106$, $p < .01$. 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.

Shelton, A. J., Wang, C. D. and Zhu, W. (2017), Perceived social support and mental health: Cultural orientations as moderators. *Journal of College Counseling, 20*, 194-207. doi:10.1002/jocc.12062

This study examined the influences of demographic variables, perceived social support, and cultural orientation on college students' mental health conditions. A convenience sample of undergraduate and graduate students attending a large, public university in the southwestern United States completed the Multidimensional Scale of Perceived Social Support inventory, the Satisfaction With Life Scale, the Depression, Anxiety, and Stress Scales–21, and the Self-Construct Scale. Results suggest that mental health indicators vary across the demographic variables of sex, race/ethnicity, and SES. After the authors controlled for demographic variables, perceived social support significantly predicted mental health indicators of depressive symptoms, anxiety symptoms, stress, and life satisfaction. Independent cultural orientation moderated the relationship between social support and depression, and interdependent cultural orientation moderated the effect of social support on anxiety, stress, and life satisfaction.

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

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

Sherrell, R. S., & Lambie, G. W. (2016). A qualitative investigation of college students' Facebook usage and romantic relationships: Implications for college counselors. *Journal of College Counseling, 19*(2), 138-153.

The authors report the results of a qualitative investigation of college students' lived experiences with Facebook. Participants were drawn from a convenience sample of undergraduate students who were enrolled at a large research university in the southeastern United States. An analysis of the data revealed subthemes and codes that fell within six overarching themes: support, communication, intimacy, relationship status, steps in dating, and the public nature of Facebook.

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

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

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

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

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.

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.

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.

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

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

Skorupa, J. & Agresti, A.A. (1998). Career Indecision in adult children of alcoholics. *Journal of College Counseling, 1*, 54-65.

This study sought to clarify the relationships among status as an adult child of an alcoholic (ACOA), irrational thinking, and anxiety and career indecision. A convenience sample of college students attending a Midwestern community college completed the Children of Alcoholics Screening Test (CAST), the Career Decision Scale (CDS), the State-Trait Anxiety Inventory (STAI), the Irrational Beliefs Test (IBT), and My Vocational Situation (MVS). Results included significant relationships among irrational thinking, trait anxiety and career identify for ACOAs suggesting that career indecision may be more chronic and problematic for ACOAs than for non-ACOA.

Skowron, E.A., Wester, S.R., & Azen, R. (2004). Differentiation of self mediates college stress and adjustment. *Journal of Counseling and Development, 82, 69-78.*

Differentiation of self involves the capacity to modulate affect, maintain a clear sense of self, and balance intimacy and autonomy in significant relationships. This study found that differentiation partially mediated effects of academic and financial stress and exerted a direct influence on personal adjustment. Findings suggest that the association between college-related stress and level of personal adjustment is accounted for, in part, by capacity to regulate emotional reactivity, maintain connections with others, avoid emotional cutoff, and take assertive positions in relationships.

Searle, B. & Meara, N.M. (1999). Affective dimensions of attachments styles: Exploring self-reported attachment style, gender, and emotional experience among college students. *Journal of Counseling Psychology, 46(2), 147-158.*

Attachment theory (Bolby, 1973,1980, 1969/1982) postulates that attachments are directed toward specific individuals, are usually of long duration, and serve the evolutionary function of protection, which enhances survival. Using a convenience sample of undergraduates enrolled at a mid-sized, Midwestern, private university, this study explored the relationships among self-reported attachment styles, gender, and several aspects of subjective emotional experience pertinent to the counseling situation. The emotional experiences considered in this research design were: attention to emotion, intensity of emotion, and emotional expressivity. Results show that attachment groups could be distinguished on the basis of their emotional experience along two dimensions: (a) expressivity and (b) "intentness," a combination of attention and intensity.

Seem, S.R., & Hernandez, T.J. (1998). Considering gender in counseling center practice: Individual and institutional actions. *Journal of College Counseling, 1, 154-168.*

The authors review the literature related to understanding and treatment of women. Their review and recommendations, included a critique of traditional models of mental health, a critique of standard assessment procedures, implications for individual practice, recommendations for college counseling centers as social change agents and implications for further research.

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

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

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

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

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

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

Seo, Y. S. (2010). Individualism, collectivism, client expression, and counselor effectiveness among South Korean international students. *The Counseling Psychologist, 38*(6), 824-847. <http://dx.doi.org/10.1177/0011000009359947>

This study examined the association between clients' perceptions of counselor effectiveness based on the counselors' presentation of individualism, collectivism, and emphasis of expression (cognition or emotion). Participants were 127 Korean international students. Results indicated a significant relationship between emphasis of expression and perceptions of counselor effectiveness. Participants rated counselors who emphasized the expression of emotions more favorably than counselors who emphasized the expression of cognitions. The interactions between individualism, collectivism, and emphasis of expression were not significantly correlated with participants' ratings of counselor effectiveness. Implications of the findings and recommendations for counseling practice are addressed.

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.

Servaty-Seib, H. L., & Taub, D. J. (2010). Bereavement and college students: The role of counseling psychology. *The Counseling Psychologist*, 38(7), 947-975.
<http://dx.doi.org/10.1177/0011000010366485>

Researchers conducted a literature review to investigate the process of bereavement among college students. Authors developed two theories of mourning based on the combined implications from the existing literature about the situational, cohort, and developmental experiences of college students who had experienced the death of a loved one. Specific recommendations for how clinicians can work with bereaved college students are discussed.

Sevig, T., Bogan, Y., Dunkle, J., & h Gong-Guy, E. (2015) Writing effectively as counseling center directors and administrators: Lessons learned from a 2-minute speech. *Journal of College Student Psychotherapy*, 29, (1), 29-35.
DOI: 10.1080/87568225.2015.976072

Conceptual and technical aspects of effective administrative writing in the college counseling context are reviewed.

Shadick, R., & Akhter, S. (2014). Suicide prevention with diverse college students. *Journal of College Student Psychotherapy*, 28(2), 117-131. doi:10.1080/87568225.2014.883877

This article describes the process used to develop a “multicultural, suicide prevention kit”. The primary purpose of the kit is to prevent suicide in general with a specific focus on diverse key subpopulations. The kit is a platform-based customizable group of prevention materials. The rationale for approaching suicide prevention in a culturally competent manner is presented, and methods used to gain culture-specific phenomena that impact the mental health of diverse students are discussed.

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.

Sharkin, B.S. (2004). College counseling and student retention: Research findings and implications for counseling centers. *Journal of College Counseling, 7* , 99-108.

Data demonstrating that services provided by college counseling centers has a positive impact on retention can be utilized to underscore the efficacy and contributions the center makes to an institution. This article reviews recent studies that relate to the relationship between counseling, academic success and graduation rates. The author has organized the article in four categories: 1) studies that investigated the relationship between counseling, but do not clearly indicate whether counseling was oriented toward academics, personal issues, or both; 2) whether the article reviewed was focused on primarily academic or primarily psychological counseling; and articles that were not focused on counseling per se, but were deemed relevant to the relationship of counseling, academic success and graduation rates. The author concludes that the limited number of studies that have been accomplished related to this subject, in general, demonstrate the positive contribution that counseling makes to student retention.

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

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

Sharkin, B.S., Plageman, P.M., and Coulter, L.P. (2005). Help-seeking and non-help seeking students' perceptions of own and peers' mental health functioning. *Journal of College Counseling, 8*(1), 65-73.

The primary purpose of this study was to compare students who sought counseling on campus with students who had never sought counseling in their perceptions of their own level of mental health functioning and the level of mental health functioning of their peers. Help-Seeking students (HS) ratings of their own mental health functioning were significantly lower than those who had not sought help (NHS). HS students rated their NHS peers as functioning at a significantly higher level in terms of general mental health compared with how the NHS students rated the HS students. And, HS students rated the level of mental health functioning at which someone should seek counseling significantly higher than did the group NHS students.

Shaw, B. M., Remley Jr., T. P., & Ward, C. (2014). The preparation of masters-level professional counselors for positions in college and university counseling centers. *Journal of College Counseling, 17*(3), 236-248. doi:10.1002/j.2161-1882.2014.00060.x

Directors of counseling centers at 4-year colleges and universities located in the United States that offer on-campus housing and with at least 1,000 students enrolled completed a survey that asked questions related to the preparedness of master's level counselors to staff college counseling centers. Results indicated that counselors were rated on average as prepared;

however, many directors had concerns about counselors' ability to work with students presenting more severe mental health issues.

Shead, N.W., Derevensky, J.L., Fong, T.W., & Gupta, R. (2012). Characteristics of Internet gamblers among a sample of students at a large, public university in southwestern U.S. *Journal of College Student Development*, 53 (1), 133-14

The authors of this study surveyed the population of undergraduate and graduate students enrolled at a large, public university located in the southwestern U.S. to determine the percent and characteristics of those who indicated that they engaged in Internet gambling. The response rate was not quite 2.5%. The article provides information about the frequency and type of gambling that respondents engaged in.

Sheets, R. L., & Mohar, J. J. (2009). Perceived social support from friends and family and Psychosocial functioning in bisexual young adult college students. *Journal of Counseling Psychology*, 56(1), 152-1.

Perceived social support has been found to have an effect on lesbian, gay, and bisexual (LGB) individuals. The researchers surveyed 210 bisexual-identified university students. Perceived general social support from friends and family, sexually-specific social support from friends and family, depression, life satisfaction, and internalized negativity were all measured. The results indicated that general social support was predictive of life satisfaction and depression. Sexually-specific support was predictive of internalized negativity. Counselors can utilize this study to become more aware of how sexuality-specific support may play a role in the well-being of bisexual clients.

Shek, Y. L., & McEwen, M. K. The relationships of racial identity and gender role conflict to self-esteem of Asian American undergraduate men. *Journal of College Student Development*, 53(5), 703-718.

This study used the People of Color Racial Identity Attitudes Scale, Gender Role Conflict Scale, and Rosenberg Self-Esteem Scale to investigate relationships among racial identity and gender conflict with self-esteem among 173 Asian American male college students. Substantial variance (36.8%) in self-esteem was accounted for by demographic variables, racial identity, and gender role conflict. Implications for campus practice are discussed.

Sheline, K. T., & Rosén, L. A. (2017). Posttraumatic growth moderates suicide risk among trauma exposed undergraduates. *Journal of College Student Development*, 58(3), 402-412. doi:10.1353/csd.2017.0030

The authors examined the relationship between traumatic events and the following variables: suicidal ideation and behavior, suicidal risk, and college adjustment, with posttraumatic growth serving as a mediator. Utilizing questionnaires (Trauma History Survey [THS]), data was gathered from 557 undergraduate students. For the purpose of this study, traumatic events included: the death of a close loved one, death of a close friend, death of a significant other, a family member who has suffered from a serious medical condition, a divorce, a serious injury resulting from an accident where the participant or someone close to them was the victim, a

serious medical problem, a sexual assault, a physical assault, being a victim of stalking, having their home damaged by a natural disaster, and being the victim of a mugging or robbery. The results indicated that posttraumatic growth did serve as a mediator in the relationship between severe traumatic events and suicide risk. Results suggested students who experienced the severe traumatic events, and had posttraumatic growth, were less likely to experience suicide risks, and more likely to have an increased level of college adjustment. Implications from this study propose that colleges and universities provide resources that promote posttraumatic growth and cognitive processing to aid in the decrease of suicide risk and to promote college adjustment. This is especially important for colleges and universities as college students report a higher number of traumatic events than their peers of the same age group who did not attend college. Campuses can also facilitate programming that can help students find a sense of belonging on campus as suicide research suggests that people with a higher sense of belonging have a strong desire to live.

Shenoy, D. P., Lee, C., & Trieu, S. L. (2016). The mental health status of single-parent community college students in California. *Journal of American College Health, 64*(2), 152-156.

Little research has focused on the mental health status of single parents who are attending community college. While college is often a stressor on its own, being a single parent can add additional layers of stress. The current study analyzed data from the Spring 2013 American College Health Association-National College Health Assessment to examine single parent difficulties as well as any associations between negative mental health and being a single parent. Bivariate analyses found that single parents were disproportionately affected by finances, family, and relationship difficulties. Additionally, they had nearly twice as many suicide attempts as the aggregate group; however, single parents were more likely to seek help versus their counterparts.

Sheperis, D. S., Korani, K., Milan, N. M., & Sheperis, C. J. (2019). Marketing of professional counselors: A Q-sort study of best practices. *Journal of Counseling & Development, 97*(1), 25-32.

Public access to mental health care has been a focus of national attention. Attempts have been made to address barriers such as lack of understanding of mental health services through increased education and marketing. Although efforts have been made to educate the public on the types of credentials used for counselors, confusion remains. The study aimed to understand public preferences regarding counseling credentials to reduce access barriers to mental health services and to inform counselor marketing practices. Participants in the Q-sort design included 161 graduate and undergraduate college students. Results suggested that participants preferred board certified counseling professionals with more than one area of specialization.

Sherrell, R. S., & Lambie, G. W. (2018). The contribution of attachment and social media practices to relationship development. *Journal of Counseling & Development, 96*(3), 303-315.

This study examined the relationship between attachment style, social media practices, and relationship development quality to address a gap in the research literature. Researchers

hypothesized that college students who had greater insecure attachments and spent more time on social media would have lower relationship satisfaction. Structural equation modeling analyses indicated that students with greater insecure attachment had lower relationship development quality and students with greater social media practices had higher relationship development quality.

Sheu, H. B., & Sedlacek, W. E. (2004). An exploratory study of help-seeking attitudes and coping strategies among college students by race and gender. *Measurement and Evaluation in Counseling and Development, 37*, 130-143.

This study examined differences in help-seeking and in coping strategies by ethnicity and gender. Major findings regarding ethnicity were that African American students have more positive attitudes toward help-seeking for impersonal issues, while Asian American learners tended to use avoidant coping strategies. Regarding gender, female students were more receptive to professional support than males.

Sherrell, R. S. & Lambie, G. W. (2018). The contribution of attachment and social media practices to relationship development. *Journal of Counseling & Development, 96*(3), 303-315. doi: 10.1002/jcad.12204

Personal issues, including relationships, are a common reason that college students seek counseling. This study examines the relationships between attachment styles, social media practices, and relationship development among 717 college students. Researchers hypothesized that college students with high levels of insecure attachment and social media practices would have lower levels of relationships. The results of the study indicated that college students with high levels of insecure attachment also had low levels of relationship development. The study did not find a significant relationship between overall social media practices and relationship development, but did identify factors that may influence the relationship.

Sherry, S.B., Hewitt, P.L., Flett, G.L., & Harvey, M. (2003). Perfectionism dimensions, perfectionistic attitudes, dependent attitudes, and depression in psychiatric patients and university students. *Journal of Counseling Psychology, 50*(3), 373-386.

This study investigated the relationship between perfectionism dimensions and dysfunctional attitudes and whether perfectionism dimensions predict additional variance in depression over and above dysfunctional attitudes. A convenience sample drawn from psychiatric patients receiving treatment at a psychiatric hospital in Ontario and undergraduate students attending a Canadian university provided relevant data. Results indicated that socially prescribed perfectionism predicted dysfunctional attitudes but dysfunctional attitudes did not predict additional variance in depression beyond perfectionism dimension.

Sherry, S., Mackinnon, S. P., Macneil, M. A., & Fitzpatrick, S. (2013). Discrepancies confer vulnerability to depressive symptoms: A three-wave longitudinal study. *Journal of Counseling Psychology, 60* (1), 112-126.

Researchers conducted a longitudinal study examining discrepancies (a sense of falling short of one's own standards), neuroticism and depressive symptoms in college students. One hundred

and twenty-seven participants completed three waves of questionnaires. Results indicated discrepancies predicted an increase in depressive symptoms, but depressive symptoms did not predict changes in discrepancies. Implications are discussed.

Sheu, H.-B., Chong, S. S., Chen, H.-F., & Lin, W.-C. (2014). Well-being of Taiwanese and Singaporean college students: Cross-cultural validity of a modified social cognitive model. *Journal of Counseling Psychology, 61*(3), 447-460.

This study tests the cross-cultural validity of a modified well-being model with college students in Taiwan and Singapore, and tests measurement and structural invariance of the model between the two Asian population samples. Convenience sampling was used to gain participants at universities in Taiwan and Singapore. Results indicated that the modified well-being model fit the data well for both the Taiwanese and the Singaporean samples.

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

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

Sikes, C.K., & Sikes, V.N. (2003). A look at EMDR: Technique, research and use with college students. *Journal of College Student Psychotherapy, 18*(1), 65-76.

Eye Movement Desensitization and Reprocessing (EMDR) have engendered a significant amount of attention as a treatment for Post-traumatic Stress Disorder and other anxiety related disorders and symptoms. This article provides a review of the process and theory undergirding EMDR and the extant research as of the article’s publication.

Sikes, C. K., & Sikes, V. M. (2005). A response to May’s commentary on “A look at EMDR: Technique, Research and use with College Students”. *Journal of College Student Psychotherapy, 19*(3), 75-79.

This article presents the authors of Sikes & Sikes’ (2003) “A look at EMDR ...” response to May’s (2005) critique.

Simone, M., & Lockhart, G. (2016). Two distinct mediated pathways to disordered eating in response to weight stigmatization and their application to prevention programs. *Journal of American College Health, 64*(7), 520-526.

Being labeled, stereotyped, and discriminated against due to one's weight is known as weight-related stigmatization. Weight stigmatization affects young women more than any other group. This study examined the processes through which weight stigmatization affect dietary restraint and emotional eating among college women. Path analysis were conducted. Results indicated that weight stigmatization increased stress which increased emotional eating. Weight stigmatization increased social withdrawal which resulted in increases in dietary restraint.

Simons, R. M., Hahn, A. M., Simons, J. S., & Gaster, S. (2015). Control and alcohol-problem recognition among college students. *Journal of American College Health*, 63(6), 373-379.

While not all students who drink experience problems, issues can arise that are detrimental to educational, career, and life goals. While some students may recognize and work towards resolving issues related to drinking, others make continue to drink despite recurrent problems. Control may be important in the recognition and evaluation of alcohol problems. The authors in this study examined perceived lack of control over life outcomes (negative control) and need for control as predictors of alcohol-problem recognition, evaluation, and expectancy. Regression analyses found that while negative control was not associated with alcohol consumption, it was significantly associated with alcohol problems. Negative control was positively associated with the evaluation of alcohol problems and the expected likelihood of alcohol problems. The greater the negative control, the more likely the participant was to evaluate alcohol problems as "not too bad." Among participants with higher levels of alcohol consumption there was a significant relationship between the need for control and alcohol-problem evaluation.

Sinclair, S.L. & Myers, J.E. (2004). The relationship between objectified body consciousness and wellness in a group of college women. *Journal of College Counseling*, 7, 150-161.

This study examined women's body experience in relation to aspects of wellness as a foundation for developing programs and services. The authors used a convenience sample of volunteers who were enrolled in undergraduate courses at a midsize university in the southeast and who agreed to complete a questionnaire related to objectified body consciousness and wellness. Only female students who identified themselves as European American and exclusively or primarily heterosexual were included in the primary data analysis. The authors found that body surveillance and body shame were negatively related to wellness and a positive relationship between appearance control beliefs and aspects of wellness.

Slaten, C.D., Elison, Z.M., Lee, J.Y., Yough, M., & Scalise, D. (2016). Belonging on campus: A qualitative inquiry of Asian international students. *The Counseling Psychologist*, 44(3), 383-410

Previous research has indicated that Asian international students (AIS) experience a considerable amount of psychological distress as they navigate the process of adjusting to a new culture and environment. The goal of this study is to examine AIS' understanding and beliefs about what influences their sense of belonging on campus. This study utilized consensual qualitative research (CQR) to understand 11 AIS participants' experiences related to university belonging.

Individual participants were interviewed by a single interviewer. Results produced a variety of responses. Valued group involvement, meaningful personal relationships, and opportunities for bonding increased a sense of belonging on campus. Acculturative stress, discrimination, and lack of resources negatively affected AIS sense of belonging

Sloan, A.E., & Kahn, J.H. (2005). Client self-disclosure as a predictor of short-term outcome in brief psychotherapy. *Journal of College Student Psychotherapy*, 19(3), 25-39.

The goal of this study was to determine how differing disclosure tendencies among university counseling center clients affect psychotherapy outcomes. Participants were college students seeking individual therapy at the university counseling center at a public university in the Midwest. They completed the Distress Disclosure Index, a measure created for this study called the In-Session Disclosure, and the Short-Term Outcome. Client tendencies to self-disclose personal information predicted how relevant their in-session disclosures were to short term therapy goals.

Smart, R. (2010). Counseling a biracial female college student with an eating disorder: A case study applying an integrative biopsychosocialcultural perspective. *Journal of College Counseling*, 13.182-193.

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

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

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

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.

Smith, L. Baluch, S., Bernabei, S., Robohm, J. & Sheehy, J. (2003). Applying a social justice framework to college counseling center practice. *Journal of College Counseling*, 6(1), 3-13.

This article reports the results of their attempt to address issues of social justice in the context of their counseling. They discuss scholars who have influenced their work, their framework and principles of social justice that they applied to their work, and implications for practice.

Smith, Jr., E.V. & Johnson, B.D. (1998). Factor structure of the DSM-IV criteria for college students using the adult behavior checklist. *Measurement and Evaluation in Counseling and Development*, 31(3), 164-185.

Attention-deficit hyperactivity disorder (ADHD) is the most common behavior disorder in children. The diagnosis of ADHD in young adults may frequently be overlooked. This study addresses whether or not the DSM-IV criteria for ADHD can be applied to a college student population. On the basis of a self-report instrument, the authors of the study conclude that Overall, the majority of the DSM-IV criteria should be considered applicable to the college students in their sample.

Smith, M. A., & Berger, J. A. (2010). Women's ways of drinking: College women, high risk alcohol use, and negative consequences. *Journal of College Student Development*, 51(1), 35-49.

This study employed qualitative methodology to examine 10 college women's high-risk alcohol use and its consequences. A conceptual model centering on "relational ritual reinforcement (R³)" emerged from the data to help better understand female students' recurring high-risk drinking and its negative consequences.

Smith, M. M., Saklofske, D. H., Yan, G., & Sherry, S. B. (2016). Cultural similarities in perfectionism. *Measurement & Evaluation in Counseling & Development*, 49(1), 63-76. doi: 10.1177/0748175615596785

A two-dimensional model of perfectionism was used as the basis for this study. The first dimension is perfectionistic strivings (i.e. constant demand for perfection in self) and the second is perfectionistic concerns (i.e. negative reactions to failure, nagging self-doubts). This study examines the generalizability of strivings and concerns across 425 Canadian and 581 Chinese college students. Results indicate that the North American version of this measure is generalizable to both the Chinese and Canadian populations.

Smith, S. W., LaPlante, C., Novales Wibert, Mayer, A., Atkin, C. K., Klein, K., Glazer, E., & Martell, D. (2011). Student-generated protective behaviors to avert severe harm due to high-risk alcohol consumption. *Journal of College Student Development*, 52(1), 101-114.

This survey study asked students to describe their perceptions of the most severe and harmful alcohol-related consequences, along with the protective behaviors they thought would most effectively ward off those consequences. Forced sex was the most severe and harmful consequence they identified, whereas personal responsibility was the most commonly noted protective behavior. The findings have direct implications for preventive programming as well as the potential to inform an understanding of student beliefs and attitudes.

Smith, T.B., Chin, L-C., Inman, A.G., & Findling, J.H.(1999). An outreach support group for international students. *Journal of College Counseling*, 2(2), 188-191.

Research indicates that international students studying on U.S. campuses, underutilize counseling services, even though many of them are at high risk for emotional stress. This article describes the design and procedure for forming an outreach support group for international students that have been successful at two northeastern universities.

Smith, T.B., Dean, B., Floyd, S., Silva, C., Yamashita, M., Durtschi, J., & Heaps, R.A. (2007). Pressing issues in college counseling: A survey of American College Counseling Association members. *Journal of College Counseling*, 10(1), 64-78.

This study's purpose was to provide information about counselors' current work experiences college counseling centers with respect to several of the most pressing issues in the college counseling profession. Surveys were mailed to a randomly selected subset of the professional members of the American College Counseling Association. The results of the survey provided insight regarding the following issues: severity of client symptoms, institutional pressure and counselor workload, collaboration with other campus offices, multicultural competence and crisis planning and disaster mental health.

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.

Smith, T.B., Rosenstein, I., & Granaas, MM. (2001). Intake screening with the Self-Rating Depression Scale in a university counseling center. *Journal of College Counseling*, 4, 133-141.

Use of a reliable and valid screening assessment for detection of depression can reduce the risk of subsequent, major depressive episodes. One widely used instrument used for screening purposes is the Self-Rating Depression Scale (SDS). This study investigated the psychometric

properties of the SDS using a racially diverse sample of college student clients. Moderate support for use of the SDS was provided by the results.

Smith, T.J., & Campbell, C. (2003). Skills-based occupational representations: Implications for career counseling. *Journal of College Counseling*, 6(2), 134-143.

The authors provide a graphical representation of occupational groupings for which similar skill sets are a necessity for success. Also discussed how their representations can be of use to counselors and advisors engaged in career planning.

Smith, R. C., Bowdring, M. A., & Geller, E. S. (2015). Predictors of at-risk intoxication in a university field setting: Social anxiety, demographics, and intentions. *Journal of American College Health*, 63(2), 134-142.

Drinking still remains a top concern across college campuses. Social anxiety is a risk factor for substance use. College students who are socially anxious engage in more frequent alcohol consumption and are more likely to have an alcohol related diagnosis compared to their nonanxious peers. The current study examined the role of social anxiety as a risk factor for excessive alcohol consumption. The study was conducted in a naturalistic field setting, 3 heavy-drinking locations near a university campus, and blood alcohol content (BAC) was assessed. Results found that the average BAC was 0.107 and males had slightly higher BACs than females. Members of Greek-life organizations also had higher BACs than non-Greek students. Those who were drinking in larger groups tended to have higher BACs. Those who scored high and low on the social interaction anxiety scale had higher BACs than those who's scores ranged in the middle.

Smith, S.L., Myers, J.E., & Hensley, L.G. (2002). Putting more life into life career courses: The benefits of a holistic wellness model. *Journal of College Counseling*, 6(2). 90-95.

The authors of this article describe a career and life planning course based on a holistic, wellness approach. Included are a suggested curriculum and learning activities.

Smith, S. S., Smith Carter, J., Karczewski, S., Pivarunas, B., Suffoletto, S., & Munin, A. (2015). Mediating effects of stress, weight-related issues, and depression on suicidality in college students. *Journal of American College Health*, 63(1), 1-12.

Depression, weight related concerns, and life stressors are all associated with suicidal ideation among college students. The authors of this study sought to examine these factors in a single model to examine pathways through which they influence suicidality. The authors acknowledge that there are gender differences and that the relationship between weight factors and depression may operate differently when comparing males to females. A combination of 872 undergraduate and graduate students participated in this study. For the total sample, results indicated that depressive symptoms mediate the relationship between stress and suicidality and the relationship between weight-related issues and suicidality. Stress was a predictor of suicidality but weight-related issues were not. Depressive symptoms mediated the relationship between stress and suicidality for females only.

Smyth, J.M., Hockemeyer, J.R., Heron, K.E., Wonderlich, S.A., & Pennebaker, J.W. (2008). Prevalence, type, disclosure, and severity of adverse life events in college students. *Journal of American College Health, 57*(1), 69-76.

These mixed methods study, one of a series, examined the prevalence, severity and disclosure of adverse life events and assessed the levels of Post-Traumatic Stress Disorder in a large population of college undergraduates attending several institutions located in the Southwestern U.S. Two thirds of those responding reported that they had experienced at least 1 adverse life event. In interviews with a subset of the study's sample, 9% reported symptoms of clinical PTSD and an additional 11% reported subclinical symptoms.

Snell, M.N., Mallinckrodt, B., Hill, R.D., & Lambert, M.J. (2001). Predicting counseling center -year follow-up. *Journal of Counseling Psychology, 48*(4), 463-473.

The purpose of this study was to assess the value of a scoring scheme for the Computerized Assessment System for Psychotherapy Evaluation (CASPER) data provided at intake for -up survey mailed 10 months after termination to clients who received counseling at a private, western; university counseling center achieved a 43% return rate. Of those who had received 1 or more sessions, 32% showed reliable improvement. Of those who began treatment in the dysfunctional range, 31% showed clinically significant (CS) change.

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.

Soet, J. & Martin, H. (2007). Women and Spirituality: An experiential group for female graduate students. *Journal of College Counseling, 10*, 90-96.

The authors describe the format, content and outcomes of an experiential group that was established to facilitate women's spiritual exploration and development.

Soet, J. & Sevia, T. (2006). Mental health Issues facing a diverse sample of college students: Results from the college student mental health survey. *NASPA Journal, 43*(3), 410-431.

This exploratory study describes the current and mental health histories of a large sample of college students who attended a large Midwestern, public university. Almost 30% reported that they had been in counseling at some time during their life. Graduate and professional students were almost twice as likely as undergraduates to report problems with depression.

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.

Spangler, P. T., Hill, C. E., Dunn, M. G., Hummel, A., Walden, T., Liu, J....Salahuddin, N. (2014). Training undergraduate students to use immediacy. *The Counseling Psychologist*, 42(6), 729–757.

The purpose of this first part of a three-part series was to assess the outcomes of training in immediacy in terms of growth trajectories in self-efficacy. The 132 undergraduate participants were taught the skill of immediacy and were assessed after weekly labs. Results provided evidence for the effectiveness of the immediacy training.

Spanierman, L.B., Oh, E., Poteat, V.P., Hund, A.R., McClair, V.L., Beer, A.M., & Clarke, A.M. (2008). White university students' responses to societal racism: A qualitative investigation. *The Counseling Psychologist*, 36(6), 839-870. doi: 10.1177/0011000006295589

Previous research has revealed that many White Midwestern students originate from backgrounds with very little exposure to people of other races and little understanding of their cultural behavior. This lack of exposure can result in tension and conflict with people of other races. This qualitative investigation examined White students from Midwestern, rural, suburban and urban backgrounds to identify emerging themes reflecting the multiple ways in which they respond to and are affected by societal racism. Data obtained from interviewees, who attended a large Midwestern university, was analyzed using the consensual qualitative research method. Results suggested that White students varied in their understanding of and responses to racism. Three response domains to racism emerged from the study (affective, social and cognitive) and are described in detail by the authors.

Speight, S.L. & Vera, E.M. (2005 Preferences for counselors: A four year archival exploration. *Journal of College Student Psychotherapy*, 19(3), 55-68.

This archival study explored a randomized sample of on university's counseling center clients' expressed preferences for counselor characteristics over a four-year period. The majority of the sample expressed no preference. Of note was the preference of African American clients 50% expressed a preference, but not necessarily a preference based on race. Clients who expressed a preference tended to have prior therapy experience and tended to prefer counselor gender over other traits.

Spink, G. L., Jr., Jorgensen, R. S., & Cristiano, S. (2018). Cognitive and affective factors

predicting daily somatic complaints in college students. *Journal of Counseling Psychology*, 65(1), 110–119.

The symptom perception hypothesis and response expectancy theory have been used to frame the generation of somatic complaints. This study examined the combined effects of state negative affect, trait negative affect, and response expectancies in predicting daily somatic complaints of college students. Participants included 95 college students who took part in one in-lab session and complete seven daily diary entries. Results showed that state negative affect, trait negative affect, and response expectancies have unique associations with daily somatic complaints. These results are consistent with a cognitive-affective basis for somatic complaints. Counseling interventions aimed at changing clients' expectancies and emotional regulation abilities may be helpful in treating clients who present with somatic complaints.

Sprinkle, S.D., Lurie, D., Insko, S.L., Atkinson, G., Jones, G.L., Logan, A.R., & Bissada, N.N. (2002). Criterion validity, severity cut scores and test-retest reliability of Beck depression inventory-II in a university counseling center sample. *Journal of Counseling Psychology*, 49(3), 381-385.

The Beck Depression Inventory- II (BDI-II) is a revision of a widely researched self-report measure of depression. This paper reports on an n investigation of the inventory's criterion validity. Participants were students attending a large, public university. The authors utilized ROC analyses to determine how close optimal cut scores for a sample of counseling center clients attending a public university were to those recommended by the BDI-II manual. Results of a second study provided evidence of the BDI-students.

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

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

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.

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.

Stankovich, C.E., Meeker, D.J., & Henderson, J.L. (2001). The positive transition model for sport retirement. *Journal of College Counseling*, 4(1), 81-84.

Approximately one percent of all student athletes advance to **any** level of professional sports. The Positive Transitions Sport Retirement Model is a research based, systematic framework grounded in reality therapy that holds student athletes responsible for addressing sport retirement and for not dwelling on the fact that they will not/did not play professionally. A description and use and the experiences of users of the model are included in this article.

Stansbury, K. L., Wimsatt, M., Simpson, G. M., Martin, F., & Nelson, N. (2011). African American college students: Literacy of depression and help seeking. *Journal of College Student Development*, 52(4), 497-502.

Various well-known barriers to help-seeking among college students with mental health needs include stigma, cost, availability, and failure to recognize depressive symptoms. This study sought to better understand African American college students, in particular, regarding recognition of depression symptoms and their perspectives about treatment. The study used vignettes to assess student literacy and perspectives regarding depression. Implications for counseling center use of social media (such as website) and on-campus strategies are discussed.

Stebleton, M.J., Soria, K.M., & Huesman, R.L. (2014). First-generation students' sense of belonging, mental health, and use of counseling services at public research Universities. *Journal of College Counseling*, 17(1), 6-20. Doi: 10.1002/j2161-1882.2014.00044x

This study explored how first-generation students experience a sense of belonging and satisfaction regarding their educational experience. A large group of participants (N = 58,017) enrolled at 6 different U.S. .research institutions responded to the Student Experience in the Research University (SERU) survey which focuses on core items related to student participants' satisfaction with their academic and social experiences. First generation student participants tended to report lower ratings of belonging, greater levels of depression/stress, and lower use of services compared to non-first-generation students.

Steenbarger, B.N. (1998). Alcohol abuse and college counseling: An overview of research and practice. *Journal of College Counseling, 1, 81-92.*

This article also relates to the significant issue of alcohol abuse among college students. Campus screening, assessment, prevention and treatment programs are reviewed. A survey conducted by the authors indicated that a little more than one third of the counseling centers responding provided on campus treatment for alcohol abuse. The authors conclude that because of the prevalent session-limited nature of counseling available at college counseling centers, and due to the typical treatment modalities that exist, college counseling centers are poorly suited to deliver high quality intervention for students seek help for alcohol abuse. Five steps are identified for improving the efficacy of interventions.

Steinfeldt, J. A., Zakrajsek, R. A., Bodey, K. J., Middendorf, K. G., & Martin, S. B. (2013). Role of uniforms in the body image of female college volleyball players. *The Counseling Psychologist, 41, 791-819.*

Female athletes often struggle with conflicting values of desiring a more muscular body to excel at sports and the cultural norms of what defines femininity. This qualitative study interviewed women on a collegiate volleyball team. The study explored volleyball players' beliefs about their bodies and their perceptions of whether wearing revealing sports uniforms were related to their body image. The players reported having conflicting feelings about how they were supposed to look on the court compared to how they were supposed to look off the court. The results also indicated that the players' perceptions of the revealing uniforms contributed to decreased body esteem and impacted their performance during a match. Implication for working with female student-athletes are provided.

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.

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.

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

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

Shelesky, K., Weatherford, R. D., & Silbert, J. (2016). Responding to the increased needs of college students: A case study of case management. *Journal of College Student Psychotherapy, 30*(4), 284-299. doi:10.1080/87568225.2016.1219613

The authors review models of case management including administrative, behavioral intervention, and counseling center models. A case study is provided.

Stephenson, J.H., Belesis, M.P., & Balliet, W.E. (2005). Variability in college student suicide: Age, gender, and race. *Journal of College Student Psychotherapy, 20*, 5-33.

This article provides an extensive examination of college student suicide from the perspective of age, gender and race. Other studies have shown that college students take their own lives at a much lower rate, perhaps as much as half the rate, as do their non-college peers. It is also known that there is much inter-institutional variability among student subpopulations. After an extensive review of the literature, this study concludes that schools with large graduate, male populations can expect increased rates of completed suicide. And, Asian students, particularly Asian foreign students, are at increased risk for suicide. Those responsible for providing proactive measures should consider risk factors for subpopulations of their student body.

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.

Stewart, L.S. (2009). Perceptions of multiple identities among Black college students. *Journal of College Student Development, 50* (3), 253-270.

A qualitative study of 13 self-identified Black and African American college students across three institutions revealed evidence that Black college students: perceived their identities as multifaceted, dynamic, and fluid; perceived their identities as coherent and consistent; and for most students, spirituality was a lens through which they understood and interpreted their collective identities.

Stewart, D.W. & Cairns, S.L. (2002). Objective versus subjective evaluation of student distress at intake: Considerations for counseling centers. *Journal of College Student Development, 43(3), 386-394.*

One psychometric instrument that may hold promise as a means of enhancing clinical decision-making is the College Maladjustment (Mt) supplementary scale. The instrument was developed to quickly assess whether a student's experience of acute distress is a reaction to developmental transitions or a reflection of more serious psychological problems. The authors examined the relationship between Mt scale scores and client and counselor perceptions of student distress and functioning level. Results indicated that Mt scores were highly consistent with subjective ratings.

Stewart, D.W., & Mandrusiak, M. (2007). Social phobia in college students: A developmental perspective. *Journal of College Student Psychotherapy, 22(2), 65-76.*

This was an exploratory study designed to examine self-reported symptoms of social phobia among a sample of clinical and non-clinical respondents. A convenience sample of students attending a large, Canadian university completed the Social Phobia Inventory. Both the clinical and non-clinical samples scored in the high range indicating no difference in social phobia symptoms between the two groups.

Stewart, A., Moffat, M., Travers, H., & Cummins, D. (2015). Utilizing partnerships to maximize resources in college counseling services. *Journal Of College Student Psychotherapy, 29(1), 44-52.* doi:10.1080/87568225.2015.976093

This article describes a partnership between a community college and university that utilizes a graduate training program to provide on-campus counseling to both student populations enabling both institutions to maximize their resources.

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

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

Stinson, R. D., Levy, L. B., & Alt, M. (2014). "They're just a good time and move on": fraternity men reflect on their hookup experiences. *Journal of College Student Psychotherapy*, 28(1), 59-73. doi:10.1080/87568225.2014.854683

Using Interpretative Phenomenological Analysis, this study explored the ways college-age men make sense of their hookup or romantic relationships. The sample of three participants was drawn from fraternity men at a large Midwestern university. Each participant completed an in-depth, 10-question semi-structured interview. Four overarching themes emerged during data analysis: (a) insignificance of hooking up, (b) distinction between hookups and romantic relationships, (c) centrality of alcohol and hooking up in sociability, and (d) different attitudes and consequences of hooking up for men and women.

Stone, G., & Vespia, K., Committee on the College Student, Group for the Advancement of Psychiatry (1999). Characteristics of graduate students. *Journal of College Student Psychotherapy*, 14(2), 5-7.

The great diversity among individual students' academic, financial, emotional, and place of origin often contrasts with assumptions of graduate school administrators that everyone who is a graduate student can fit the same pattern.

Stone, G., & Vespia, K., Committee on the College Student, Group for the Advancement of Psychiatry (1999). Decision to attend graduate school. *Journal of College Student Psychotherapy*, 14(2), 9-11.

The decision-making process for those who attend graduate school is multifarious. The assorted reasons and goals for attending are crucial to a comprehension of subsequent emotional problems.

Stone, G., & Vespia, K., Committee on the College Student, Group for the Advancement of Psychiatry (1999). The university's role in providing support. *Journal of College Student Psychotherapy*, 14(2), 13-19.

This article describes support services that serve the following functions: welcoming the student during the transition into graduate school, living arrangements, financial support, and support for special populations, e.g., international students, health insurance, advising, and the transition from graduate school.

Stone, G., & Vespia, K., Committee on the College Student, Group for the Advancement of Psychiatry (1999). Developmental Issues. *Journal of College Student Psychotherapy*, 14(2), 21-34.

The developmental process and developmental issues for graduate students is unique. This article provides several vignettes that illustrate developmental issues typically experienced by students who are enrolled in graduate school.

Stone, G., & Vespia, K., Committee on the College Student, Group for the Advancement of Psychiatry (1999). General Aspects of Graduate School Life. *Journal of College Student Psychotherapy*, 14(2), 35-56.

Certain aspects of the graduate school experience can be especially challenging. Some of these include: gender issues, faculty-student relations, financial issues and postponement issues.

Stone, G., & Vespia, K., Committee on the College Student, Group for the Advancement of Psychiatry (1999). Diversity in the Graduate School Student Population. *Journal of College Student Psychotherapy*, 14(2), 57-70.

This article describes the diversity of graduate school populations including: older students, married students, minority students, and international students. This multifaceted profile should be considered by faculty and those responsible for designing graduate programs.

Stone, G., & Vespia, K., Committee on the College Student, Group for the Advancement of Psychiatry (1999). Psychiatric Disorders. *Journal of College Student Psychotherapy*, 14(2), 71-77.

Graduate students are as prone to serious mental illness as other adults of similar age. Psychotic illness, substance abuse, personality disorders, and suicide are discussed.

Stone, G., & Vespia, K., Committee on the College Student, Group for the Advancement of Psychiatry (1999). Provision of Treatment. *Journal of College Student Psychotherapy*, 14(2), 79-81.

Since the profile of graduate students is that of adults, a therapist working with a graduate student needs to maintain a developmental perspective in order to understand the symptoms and difficulties that emerge.

Stone, G., & Vespia, K., Committee on the College Student, Group for the Advancement of Psychiatry (1999). Provision of Treatment. Degree or Not Degree. *Journal of College Student Psychotherapy*, 14(2), 83-85.

A graduate degree is a difficult undertaking and students may consider many reasons to abandon the effort. Some of these include: the dissertation, starting a family, stress, grades and reasons to leave a program unique to a particular discipline.

Stone, G., & Vespia, K., Committee on the College Student, Group for the Advancement of Psychiatry (1999). Transition from Graduate School. *Journal of College Student Psychotherapy*, 14(2), 87-88.

Institutional support in the form of advising and placement services is often needed by graduate students transitioning from a graduate program to their next stage of life.

Strano, D.A., Cuomo, M.J, & Venable, R.H. (2004). Predictors of undergraduate student binge drinking. *Journal of College Counseling* 7, 50-63.

The purpose of this study was to examine the relative importance of the factors that lead to binge drinking with a focus on cognitive and social variables. Undergraduates at two, urban doctoral southern institutions, one public and one private, were surveyed to determine the major factors related to binge drinking. Data was collected using the *Core Alcohol and Drug Survey*. Students enrolled at the public university were much less likely (33% vs. 63%) to report that they engaged in binge drinking. The authors reported that they found 7 factors to be related to student bingeing and 4 to be predictive of the frequency.

Strayhorn, T. L. (2010). The influence of diversity on learning outcomes among African American college students: Measuring sex differences. *Journal of Student Affairs Research and Practice*, 47(3), 343–366.

National survey data from 594 African American college students were analyzed using descriptive and multivariate statistics to measure the impact of diversity on educational outcomes. Two research questions formed the bases of this study: 1) How do interactional diversity experiences affect learning and development outcomes for African American undergraduates? 2) Does this effect vary between Black men and women? Results suggest that interactional diversity experiences are positively associated with and one of the strongest consistent predictors of perceived student learning.

Stone, G. (2008). Mental health policy in higher education. *The Counseling Psychologist*, 36(3), 490-499. doi: 10.1177/0011000007311561

This article reports on the author's 2007 Leona Tyler Address and concerns mental health policy in higher education in the context of the aftermath of the Virginia Tech campus shooting. Recommendations are made based on the following principles: developing data-driven policy proposals, specifying the roles and functions of campus mental health services, and instituting an educational process to facilitate policy implementation.

Stone, G.L., Vespia, K.M., & Kanz, J.E. (2000). How good is mental health care on college campuses? *Journal of Counseling Psychology*, 47(4), 498-510.

Participants in a national survey of counseling center directors produced a wide variety of information about the staffing, policies and operations of college counseling centers. Highlights of this comprehensive descriptive report include:

- Centers were predominantly (94%) staffed by persons with doctoral degrees in counseling or clinical psychology. Most had at least one staff member licensed in his or her field. At least 90% of the directors who reported using structured interviews checked the following items as part of that interview: alcohol/drug use; medications; family history; presenting problem; psychiatric history; social life; and suicidal thoughts/actions
- A majority of centers used the DSM-IV either for all students (37%) or under certain conditions (33%)
- Of those centers that had a treatment limit, the average limit was 11 sessions

Stringfellow, E.L., & McAndrew, F.T. (2010). Parents' divorce is more strongly related to the self-perceived promiscuity and drinking behavior of male than of female college students. *Journal of College Student Development, 51 (5), 599-600.*

Students who attended a Midwestern liberal arts college who responded to an online survey provided data that revealed that males and children from divorced families perceived themselves as more promiscuous and drank more than did students from intact families. However, the authors point out that these results were due almost entirely to the fact that responses from males from divorced families were much higher than from any of the other groups.

Studenberg, K.W., Dacey, C.M., & Nagy, M.S. (2006). Psychotherapy services provided by a college counseling center: Continuity through change over 37 Years. *Journal of College Student Psychotherapy, 20(4), 53-69.*

Focusing on experiences of one counseling center during the period of the past 40 years, the intent of this study is to evaluate the ways in which the delivery of services has changed and to evaluate differences in the concerns and treatment of students then and now. A partial replication of an earlier study indicated that the changes that have occurred in service delivery reflect more the transitions in the culture of the university than trends in mental health treatment.

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

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

Su, J., Lee, R.M., & Vang, S. (2005). Intergenerational family conflict and coping among Hmong American college students. *Journal of Counseling Psychology, 52(4), 482-489.*

One of the most pressing issues facing the Hmong American community, a distinctive Asian American ethnic group, is family conflict. Problem solving and social support were hypothesized to differentially moderate the effects of family conflict on psychological adjustment. This study extends previous research by examining the moderating effects of blame on adjustment and by focusing on Hmong Americans. A convenience sample of Hmong American college students enrolled at a large, public, Midwestern university completed a questionnaire designed to measure family conflict, social support and coping strategies. Results indicated that social support buffered and problem solving enhanced the negative effects of family conflict on symptoms of distress. Students who were more likely to blame themselves reported higher levels of distress.

Suddarth, B.H. & Slaney, R.B. (2001). An investigation of the dimensions of perfectionism in college students. *Measurement and Evaluation in Counseling and Development*, 34, 157-165.

This analysis of currently used measures of perfectionism yielded 3 higher order factors that were used to predict locus of control, anxiety, and psychological distress. Overall, results supported the perception that perfectionism has negative or maladaptive aspects as well as positive or adaptive aspects.

Suldo, S.M. & Sandberg, D.A. (2000). Relationship between attachment styles and eating disorder symptomatology among college women. *Journal of College Student Psychotherapy*, 15, 59-73.

The purpose of this study was to investigate the relationship between Bartholomew's 4-category model of adult attachment and eating disorder symptomatology among college women. Bartholomew has developed a four-category model of adult attachment which she conceptualized as an interaction between the views of self and others. The four categories are: secure, preoccupied fearful and dismissive. Participants were a convenience sample of college women who received extra credit for their participation. Participants completed the *Relationship Questionnaire* and the *Eating Disorder Inventory-2*. Findings indicate that the four attachment styles are differentially related to disordered eating.

Sullivan, K.T., Ramos-Sanchez, L., & McIver, S. (2007). Predicting the use of campus counseling services for Asian/Pacific Islander, Latino/Hispanic, and White Students: problem severity, gender, and generational status. *Journal of College Counseling*, 10, 103-116.

The underutilization of mental health services by people of color is documented in the research. The purpose of this study was to predict use of counseling services by students of color and by White students. Variable examined for predictive value included problem severity, gender, and generational status. Participants were ethnic minority and White students who attended a private university located in northern California and who completed a questionnaire designed for this study. No significant differences in use of services were found between Asian/Pacific Islander, Latino/Hispanic and White students. Within group use was predicted by problem severity for all groups. Females for all groups except Latino/Hispanic also predicted use of the counseling center.

Sullivan, M., & Risler, E. (2002). Understanding college alcohol abuse and academic performance: Selecting appropriate intervention strategies. *Journal of College Counseling*, 5, 114-124.

This evidence-to-practice article presents an overview of interventions for problematic alcohol use in the context of academic success outcomes.

Sun, J., Hagedorn, L. S., & Zhang Y. L. (2016). Homesickness at college: Its impact on academic performance and retention. *Journal of College Student Development*, 57(8), 943-957. doi:10.1353/csd.2016.0092

The authors examined the relationship between homesickness, students' academic performance, and student retention. This relationship was evaluated with a focus on the following research questions: (a) For first year students, what factors predict homesickness? (b) How does homesickness impact academic performance? and (c) How does homesickness impact student retention? Data for this study was obtained through the MAP-Works survey at a large land-grant institution in the Midwest. The sample size in this study was 10,217, and all participants were first year students. Results suggest the highest predictors of homesickness remain gender, residence, and parents' highest degree. A notable finding that was not previously discussed in the literature, is the impact of the student's parents' education. Students with college educated parents were less likely to experience homesickness. The prior knowledge of college provided to these students may allow students to be more prepared for college life and may receive a different type of support from their parents. Further, students with a higher sense of belonging reported a lower level of homesickness. Results also suggested that residence (in-state versus out-of-state attendance) and student sense of belonging were the highest predictors of student retention. Students who live within the state in which they are attending college are more likely to retain from their first year to their second year of college. Students who feel a sense of belonging are also more likely to be retained. Implications from this study suggest offering education on homesickness and explain that the presence of homesickness is a part of the college experience and it decreases across time. Other suggestions include providing social connections for students to begin connecting with each other prior to the first day of classes to foster a sense of belonging. Campus communities that are inclusive and promote interactions within the larger community as well. Students should be educated on the available resources on campus and how to utilize those resources.

Svanum, S. & Zody, Z.B. (2001). Psychopathology and college grades. *Journal of Counseling Psychology*, 48(1), 72-76.

The purpose of this study was to assess the degree of association between psychopathology and academic performance among college students. A convenience sample of undergraduate attending a large, Midwestern, urban university were administered instruments designed to measure psychopathology. After statistical adjustment for academic potential reflected in college admissions test scores, semester grades were found to be weakly associated with overall levels of DSM-III-R-defined psychopathology, but not with BDI-defined depression. Substance use disorders were associated with lower semester grade point averages, whereas anxiety disorders were associated with increased grades.

Swagler, M.A. & Ellis, M.V. (2003). Crossing the distance: Adjustment of Taiwanese graduate students in the United States. *Journal of Counseling Psychology*, 50(4), 420-437.

The adjustment process for Taiwanese students in the U.S. was the focus of this study that utilized a mixed-methods research design. A small convenience sample of Taiwanese graduate

students from a variety of academic disciplines attending a midsized Northeastern U.S. university was interviewed. Results of the qualitative interpreted by the quantitative segments of the study indicated that communication apprehension and social contact predicted adaptation, whereas actual English ability did not, and that Taiwanese students identified being independent as important to their functioning in the U.S.

Swanbrow Becker , M. A. & Drum, D. J. (2015). The influence of suicide prevention gatekeeper training on resident assistants' mental health. *Journal of Student Affairs Research and Practice*, 52(1), 446-458. doi:10.080//19496591.2015.99605

The authors examined the impact of a suicide prevention training program on resident assistants (RAs). The program was developed and implemented by the University of Texas at Austin Counseling and Mental Health Center. Participants (N = 99) completed pre- and post-training questionnaires, as well as a questionnaire to evaluate the experiences of RAs during the training. Results indicate the RAs also experience suicidal ideation and at a rate similar to their college peers, but RAs are less likely to report those experiences. RAs are just as vulnerable to the same stresses as their undergraduate peers. The majority of RAs (over half) knew someone that attempted suicide in their lifetime. Of the many situations that RAs face in their role, addressing suicidal students is the most stressful. It is important to note that although RAs may experience triggering events when addressing suicidal students, it does not impact their ability to cope with the experiences long-term. Implications from this study suggest that RAs that complete the gatekeeper training are likely able to address the concern earlier and reach out to the appropriate mental health provider/services on campus.

Swanbrow Becker, M. A., Schelbe, L., Romano, K. & Spinelli, C. (2017). Promoting first-generation college students' mental well-being: Student perceptions of an academic enrichment program. *Journal of College Student Development*, 58(8), 1166-1083. doi:10.1353/csd.2017.0092

This study examined the experiences of first-generation students who were engaged in the GenOne program on their campus. The researchers set out to determine if the first-generation student program had a positive impact on the participants overall mental health. A convenience sample was used to select participants (N = 25) from a large public university in the Southeast. Data was collected through focus groups and individual interviews. Through thematic analysis, the findings suggested that overall, students believed the program had a positive impact on their overall mental health in the following ways: (1) felt as though someone else had concern for them, (2) increased sense of belonging within community, (3) better stress management, (4) stress management, and (5) students became more resilient. The implications of this study suggest that campus administrators can use programs for first generation students to provide multiple outcomes such as a positive impact on mental health support. This demonstrates that students can receive mental health support through different types of programming on campus.

Swift, A., & Wright, M.O. (2000). Does social support buffer stress for college women: When and how?. *Journal of College Student Psychotherapy*, 15, 23-41.

This study examined whether specific functions of social support buffered the effects of stressful life events on symptoms of anxiety and depression for a convenience sample enrolled in classes at a Midwestern university . Participants completed the Life Experiences Survey, the Sexual Experiences Survey, the Interpersonal Support Evaluation List, the Symptom Checklist-90-Revised Scale, the State-Trait Anxiety Inventory, and the Structured Clinical Interview for DSM-III-R. Results indicated that general social support buffering effects were not consistently established. However, more specific functions of support did buffer the relationships between various types of life events and anxiety and depression. In this study, self-esteem support emerged as one of the most significant buffers of specific stressors.

Sydell, E.J. & Nelson, E.S. (1998). Gender and race differences in the perceptions of sexual harassment. *Journal of College Counseling, 1 , 99-110.*

This study investigated whether gender of the observer of incidents sexual harassment and race of the harasser influence perception of an ambiguous sexual harassment event. A convenience sample of students who attended a mid-sized, southeastern, public university, provided demographic information and read a vignette depicting a possible sexual harassment situation and completed a 25-item survey that required students to make value judgments about the woman's and man's behavior. Significant gender-based were found in the perception of the scenario. Significant differences by race of the harasser were not revealed.

Szymanski, D.M. (2005). A feminist approach to working with internalized heterosexism in lesbians. *Journal of College Student Psychotherapy, 8(1), 74-85.*

The author provides a thorough review of related literature. Based on a feminist counseling approach, three areas for counseling focus are presented: 1) the belief that women's personal difficulties are connected to the social, economic, and political context in which they live; 2) a focus on the complex ways that people can both oppress and be oppressed; and 3) treat clients as experts about themselves and thus reduce the power differential between counselor and client.

Szymanski, D. M. (2020). Sexual objectification, internalization, and college women's depression: The role of shame. *The Counseling Psychologist, 48(1), 135–156.*

This study investigated body surveillance and self-blame as mediators for the relationship between sexual objectification and depression as well as shame as a moderator for the direct effects. Participants included 489 young adult college women recruited from a large public Southern university. Results indicated that the internalization of body surveillance and self-blame assist in understanding how college's women's experiences of sexual objectification are linked to depression. Additionally, shame can help explain when sexual objectification is associated with internalization. Authors suggest that mental health clinicians work with women clients presenting with depression by helping them reduce body monitoring, self-blame for sexual objectification, and shame.

Taliaferro, L. A., & Muehlenkamp, J. J. (2015). Risk factors associated with self-injurious behavior among a national sample of undergraduate college students. *Journal of American College Health, 63(1), 40-48.*

College is a time of transition which may present difficulty for some students especially those who lack resilience and problem-solving or coping skills. Thus, there could be an increased risk for suicidal behavior and nonsuicidal self-injury (NSSI). Some factors associated with NSSI in the college student population include, bisexual or questioning sexual orientation; history of abuse or neglect; depressive symptoms and anxiety disorder; interpersonal difficulties; and eating disorders. The researchers examined distinguishing factors between the following undergraduate groups, those who reported NSSI during the past year vs. no self-harm; those who reported NSSI and a suicide attempt (SA) vs. no self-harm; and NSSI + SA during the past year vs NSSI only. Males were just as likely as females to report NSSI. Students who recently engaged in NSSI behavior were more likely to experience internal distress, negative self-perceptions, and engage in disordered eating compared to those with no history of self-harm. Students who also attempted suicide experienced more violence/maltreatment and were more likely to have a substance use/addictive disorder compared to those not reporting self-harm.

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

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

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

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

Talley, J.E., & Clack, R.J. (2006). Use of the Outcome Questionnaire 45.2 with a university population. *Journal of College Student Psychotherapy, 20(4), 5-15.*

The authors report the use of the Outcome Questionnaire (OQ) as a means of measuring the outcomes of psychological treatment services provided to students at a college counseling center located at a highly selective, semi-urban university in the Southeastern U.S. The article describes the methodology for collecting outcome measures, the reaction of the center's staff to the use of

the OQ, difficulties in the administration of the instrument and the results and potential uses.

Tarantino, N., Lamis, D. A., Ballard, E. D., Masuda, A., & Dvorak, R. D. (2015). Parent–child conflict and drug use in college women: A moderated mediation model of self-control and mindfulness. *Journal of Counseling Psychology, 62*(2), 303-313.

This study examined the association between parent–child conflict and illicit drug use while investigating the mediating roles of and interaction between self-control and mindfulness. Data collection was conducted through an online survey over the course of three semesters with 928 undergraduate women participants. Finding showed that drug-related problems were inversely correlated with being in a relationship, self-control, and mindfulness, and positively correlated with parent–child conflict. In terms of mediating factors: results suggest that self-control, but not mindfulness, mediates the positive association among parent–child conflict and the likelihood of experiencing any problems related to drug use.

Tatar, M., & Horenczyk, G. (2000). Counseling students on the move: The effects of culture of origin and permanence of relocation among international college students. *Journal of College Counseling, 3*(1), 49-62.

This study examines the effects of culture of origin and permanence of relocation among international students. Three aspects are considered: acculturation attitudes, expectations of counseling, and types of support expected from counselors. Participants were students attending a 1-year program in a major Israeli university. They provided demographic information, a questionnaire designed by the authors to collect information about acculturation attitudes, selected items from the Expectations About Counseling Brief Form, and another questionnaire designed by the authors to collect information about student expectations of counselor support. International students from English-speaking countries expressed higher expectations of counseling than did their counterparts from Russia.

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

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

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.

Tatum, J. L., & Foubert, J. D. (2009). Rape myth acceptance, hypermasculinity, and SAT scores as correlates of moral development: Understanding sexually aggressive attitudes in first-year college men. *Journal of College Student Development, 50*(2), 195-209.

This correlational study employed a multiple regression design to examine associations among moral development (using Defining Issues Test scores), endorsement of rape-supportive attitudes (using the Illinois Rape Myth Acceptance Scale), and the additional variable, SAT scores. While rape myth acceptance was associated with moral developmental level, hypermasculinity was not related to moral development. Further, interestingly, aspects of rape myth acceptance plus SAT verbal scores accounted for 9 – 10% of variance in moral development. These authors present implications for practice from their findings.

Taylor Jr., P., El-Sabawi, T., & Cangin, C. (2016). Improving alcohol screening for college students: Screening for alcohol misuse amongst college students with a simple modification to the CAGE questionnaire. *Journal of American College Health, 64*(5), 397-403.

The CAGE (cut down, Annoyed, Guilty, Eye opener) questionnaire is a commonly used screening tool for identifying alcohol abuse and/or dependence. The CAGE's predictive accuracy varies by population. It has not "performed well" in detecting alcohol abuse and dependence in college students nor has it been successful in detecting less severe forms of problematic alcohol use. The authors of this study modified the CAGE and tailored it to the college population by adding items that address problem behaviors specific to alcohol use and dependence in college students. This study analyzed the factor structure of the CAGE; determined which of the CAGE's items best predicted alcohol abuse or dependence in the college population; and determined if modifying the CAGE altered the factor structure or improved the CAGE's reliability or predictive validity. Results indicated that the modified CAGE correctly classified students with alcohol abuse and alcohol dependency more often than the CAGE.

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

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

Tavakoli, S., Lumley, M., Hijazi, A. M., Slavin-Spenney, O. M., & Parris, G. P. (2009). Effects of assertiveness training and expressive writing on acculturative stress in

international students: A randomized trial. *Journal of Counseling Psychology*, 56, (4), 590-596.

International students often experience acculturative stress in response to the practical, interpersonal and emotional challenges encountered by living in a different country. Researchers suggest that instead of suggesting counseling services for international students, alternative interventions should be offered. This study examined the effectiveness of interventions such as group assertiveness training, private expressive writing and the combination of the two compared to a control group. The results indicated that the group assertiveness training led to lower negative affect and the expressive writing led to higher homesickness, but also to higher positive affect. The authors concluded that the group assertiveness training improved emotional adjustment, but the expressive writing needs further development due to the mixed reviews.

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.

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 17th 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.

Terrazaz-Carrillo, E. C., Hong, J. Y., and Pace, T. M. (2014). Adjusting to new places: international student adjustment and place attachment. *Journal of College Student Development*, 55(7), 693-706. doi:10.1353/csd.2014/0070

This study conducted semi-structured interviews to understand international students' attachment to the community in which these students were attending college. Further, this study sought to examine the international students' adjustment to the American community and college environment. A total of seven international student completed this study, with five students identifying as female and five identifying as male. All participants were either a junior or senior in college during the time of the interview and all participants attended a college in the Midwest. The results suggested that students needed places to socially engage with others to foster a feeling of attachment. Additionally, environments that allowed students to recall and reenact their individual cultural traditions allowed for further connection to the culture of their current environment. The results also suggested that when the participants mastered the adoption of the culture in the United States and their local community, there was an increase in perceived personal growth. It is important to note that one participant identified a negative reaction to

adjusting to the local community and reported increased feelings of isolation, limited social supports, and limited connection to the local community. Implications for this study suggest that institutions should create a space where international students can come together to reenact customs and rituals, while also having the opportunity to discuss their experiences and emotional responses to the adjustment, or lack of adjustment. This will assist students in fostering meaningful attachments to their new environment which will allow for international students to become more involved in the area, and also have a desire to remain in the community if they are attached to the environment.

Terry, D. L., Garey, L. & Carey, K. B. (2014). Where do college drinkers draw the line?: A qualitative study. *Journal of College Student Development, 55*(1), 63-74. doi:10.1353/csd.2014.0000

The authors sought to understand the experiences of college students' opinions of drinking and to determine when college students' behavior transitioned from acceptable to unacceptable. Through qualitative methodology, the authors address two research questions: (a) to examine the unappealing aspects of drinking behaviors in different relationship types, and (b) to determine if the acceptability of drinking behaviors change by when gender is considered. Participants were recruited from an existing study designed to reduce risky alcohol behaviors. All participants (N=78) previously completed an intervention designed to address their minor alcohol policy violation on their campus. From this study, three major themes were identified: (a) a negative reaction to the lack of control present, (b) female participant's dissatisfaction with uncontrolled sexual behavior by self and others, and (c) aggression induced by alcohol. Implications of this study suggest that college students are easily able to identify appropriate and inappropriate behaviors as it relates to alcohol use, there was a reoccurring theme of loss of control as related to the perceptions of behaviors after alcohol consumption, and that the presence of injunctive norms may also be a determining factor and should be explored further.

Thomas, J. J., & Borrayo, E. A. (2016). The impact of perceived stress and psychosocial factors on missed class and work in college students. *Journal of College Counseling, 19*(3), 246-260. doi:10.1002/jocc.12047

The purpose of this study was to examine the relationship between perceived stress and psychosocial factors and their effect on reports of missed class and work in a sample of college students. A convenience sample of undergraduate students who were enrolled at a research university in the western region of the United States provided demographic information, the number of instances of missed class because of illness in the past 6 months and the number of instances of missed work because of illness in the past 6 months. They also provided a personal and health history, and current and past medical conditions and current medication use. They then completed the Perceived Stress Scale, the Positive and Negative Affect Schedule, the Brief COPE inventory, and the Social Support Questionnaire–Short Form. Moderation analysis indicated that with higher perceived stress, students were more likely to miss class if they were less satisfied with social support and less likely to miss work if they engaged in avoidant coping strategies.

Thompson, J. G., Jr., Oberle, C. D., & Lilley, J. L. (2011). Self-efficacy and learning in sorority and fraternity students. *Journal of College Student Development*, 52(6), 749-753.

Self-efficacy has a well-established connection to academic motivation and academic achievement in college students. This study more narrowly examined self-efficacy levels, academic effort and performance, and related factors among Greek affiliated students. The investigation has potential applications for counseling staff work with fraternities and sororities.

Thompson, M. N., Nitzarim, R. S. & Dahling, J. J. (2013). A grounded theory exploration of undergraduate experiences of vicarious unemployment. *Journal of Counseling Psychology*, 60 (3), 421-431.

A qualitative study was conducted exploring the experiences of 17 undergraduate students' struggles related to vicarious unemployment. Semi-structured interviews were used to interview the students about their experiences with their primary caregiver undergoing involuntary unemployment. Common themes were increased family stress, stigma, and expressed appreciation for the lesson that they learned. Participants also discussed increase financial awareness and confidence in their own abilities to have stable employment and build financial security. Implications for counseling and future research are discussed.

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

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

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

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

Thrift, M. M., Ulloa-Heath, J., Reardon, R. C., & Peterson, G. W. (2012). Career interventions and the career thoughts of Pacific Island college students. *Journal of*

Cognitive Information Processing Theory (CIP) highlights the importance meta-cognitive thinking in the career decision making process. This study investigated the impact of two (CIP) interventions, Career Thoughts Inventory (CTI) and an occupational research project, on reducing participants' dysfunctional career thoughts. Participants consisted of 270 university students who were randomly assigned to the CTI group, research project group, or a control group. Results indicated that both CIP interventions significantly reduced students' career decision making confusion and commitment anxiety. Participants in the CTI group indicated the most significant reduction in dysfunctional career thoughts. Researchers highlight the importance of career counselors addressing dysfunctional career thoughts with their clients in the beginning of the counseling process.

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

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

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

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

Tirpak, D. M., & Schlosser, L. Z. (2015). Relationship between self-efficacy and counseling attitudes among first-year college students. *Journal of College Counseling*, 18(3), 209-221. doi:10.1002/jocc.12015

The purpose of this study was to understand the association between self-efficacy and attitudes toward counseling among 1st-year college students within the first 3 weeks of their college experience. Participants were 253 first-year college students enrolled at a small, private Catholic university in the northeastern region of the United States. Participants completed the *Career Decision Self-Efficacy Scale-Short Form*, the *Coping Self-Efficacy Scale*, the *Attitudes Toward Career Counseling Scale*, and the *Attitudes Toward Seeking Professional Psychological Help Scale*. Low perceptions of self-efficacy were associated with a devaluation of career counseling and more negative attitudes toward seeking personal counseling.

Tjia, J., Givens, J.L., & Shea, J.A. (2005). Factors associated with undertreatment of medical student depression. *Journal of American College Health*, 53(5), 219-224.

This study, using a cross-sectional, population-based design, was designed to determine the prevalence of psychological and pharmaceutical treatment for depressed medical students, factors associated with treatment, and whether completion of medical school psychiatric training at a large, eastern private medical school, influenced treatment of depression among these students. The results indicated that more than 15% of the respondents were classified as depressed based upon self-reported data and, of those, 20% reported suicidal ideations during medical school. The prevalence of treatment for depression was low (26.5%).

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

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

Todd, N. R. & Abrams, E. M. (2011). White dialectics: A new framework for theory, research, and practice with white students. *The Counseling Psychologist*, 39 (3), 353-395.

The authors discuss a new framework when working with white students and counselor trainees. The framework is based on white students' experiences as being part of the dominant group. Based off a qualitative analysis, the authors propose six dialectics: Whiteness and self; connection in multiracial relationships; colorblindness; minimization of racism; structural inequality; and white privilege. White students were able to exhibit dialectical movement along these dialectics. The researchers also became aware of their own dialectical tensions that paralleled those of the white students. Implication for multicultural education are discussed.

Tognoli, J. (2003). Leaving home: Homesickness, place attachment and transition among residential college students. *Journal of College Student Psychotherapy*, 18(1), 35-48.

This phenomenological study examined the question of how college students cope with and adjust to the move away from the parental home to a new residential setting and whether the transition precipitated homesickness. Participants were 27 first year undergraduate, resident students attending a university in the New York metropolitan area who lived at least 50 miles from campus. Students who lived further away reported greater homesickness and made more visits home than did those whose parents live closer. Other variables that correlated with homesickness or its absence are discussed.

Tomon, J.E., & Ting, S.R. (2010). Effects of team climate on substance use behaviors, perceptions, and attitudes of student-athletes at a large, public university. *Journal of College Student Development*, 51 (2), 162-179.

The authors sought to determine if team climate (as measured by scores on the enmeshment/influencing and discouraging of substance use subscales of the Student-Athlete Team Climate Substance Use Survey) has a significant effect on student-athletes' substance use behaviors, perceptions, and attitudes. The population for this study included all of the 428 first- through fifth-year scholarship and walk-on student-athletes participating on 22 varsity athletic teams at a large, public university in the southeastern United States. Results indicated that team climate affected student-athletes' substance use behaviors and perceptions, but not their attitudes.

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 mid-sized 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.

Topkaya, N., Vogel, D. L., & Brenner, R. E. (2017). Examination of the stigmas toward help seeking among Turkish college students. *Journal of Counseling & Development*, 95(2), 213-225. doi: 10.1002/jcad.12133

In Turkey, mental health services are often thought to be intended for treatment of severe issues and therefore only approximately 14% of individuals with a mental health concern seek treatment. Researchers applied a help-seeking stigma model that has been used in Western cultures to determine cross-cultural applicability. Participants included 520 undergraduate students in Turkey and results indicated that help-seeking stigmas similar to those of Western cultures are prevalent in Turkey.

Toth, P.L., Harnishfeger, B., & Shea, A. Chapter 17: Finding the silver lining: Counseling a couple in conflict. *Journal of College Counseling*, 16(3/4), 269-285.

This case introduces a couple in conflict and the short-term counseling model utilized.

Tovar, E., & Simon, M. A. (2010). Factorial structure and invariance analysis of the Sense of Belonging Scales. *Measurement and Evaluation in Counseling and Development*, 43(3), 199-217. <http://dx.doi.org/10.1177/0748175610384811>

Previous research has found a positive correlation between college students' sense of belonging in the college environment and retention rates. Researchers conducted a factorial analysis to evaluate the validity of the Sense of Belonging Scales (SOBS), originally developed by Hoffman et al., (2002-2003). The SOBS consists of five correlated factors (26 items) that evaluate

multiple aspects of a student's sense of belongingness in a college environment. Participants were 916 master's level university students from diverse cultural backgrounds. Results indicated that the factor structure of the SOBS was significantly different than the original authors suggested. The Findings indicated that only three factors (16 items) were correlated. Furthermore, researchers found support for the reliability and convergent validity of the SOBS. Implications for how the SOBS can be utilized by counselors to measure students' perceptions of belongingness in college are discussed.

Tovar, E., Simon, M. A., & Lee, H. B. (2009). Development and validation of the College Mattering Inventory with diverse urban college students. *Measurement and Evaluation in Counseling and Development*, 42(3), 154-178. <http://dx.doi.org/10.1177/0748175609344091>

Researchers developed the College Mattering Inventory to measure college students' perceptions of the following aspects of mattering: importance, attention support, dependence, ego extension, and marginality. Participants consisted of 3,139 college students from two separate universities, a community college and a master's level university. Results indicated that the College Mattering Inventory was a reliable instrument, Cronbach's alpha for the total mattering scale was .91. The external validity of The College Mattering Inventory was supported by the medium inter-correlation with the established Sense of Belonging Scales, $r = -.52$. Higher scores on the College Mattering Inventory reflect lower levels of participants' senses of belonging. Researchers concluded that the College Mattering Inventory can be used by counselors and educators to support their students. Specific implications for practice are discussed.

Tran, A. G. T. T., Lam, C. K., & Legg, E. (2018). Financial stress, social supports, gender, and anxiety during college: A stress-buffering perspective. *The Counseling Psychologist*, 46(7), 846–869.

Clinicians in college counseling centers have noted that anxiety and stress are the top two concerns of clients, with financial stress being most prevalent in recent years. This study sought to examine the moderating roles of social support and gender on the financial stress and general anxiety of college students. Participants included 304 college students recruited from universities nationwide with 71.7% identifying as female. Results indicated a moderately to strong association between symptoms of generalized anxiety and financial stress. Perceived family support and gender were also found to moderate financial stress related to generalized anxiety. Authors highlight the importance of focusing on stressful financial circumstances when working with college students.

Travers, M. F., & Benton, S. A. (2014). The acceptability of therapist-assisted, internet-delivered treatment for college students. *Journal of College Student Psychotherapy*, 28(1), 35-46. doi:10.1080/87568225.2014.854676

To investigate the question - would Internet-delivered treatment be an acceptable form of treatment for college students? – the authors surveyed a convenience sample of 334 students enrolled at a large southeastern university. Participants completed the researcher-developed researchers developed the Acceptability of Therapist-Assisted, Internet - Based Treatment of

Anxiety Survey (ATAIBTA). The survey consists of 9 questions including level of anxiety they were currently experiencing; past treatment for anxiety; (f) treatment modalities they would consider; preferred mode of communicating with a counselor; and perceived advantages and disadvantages of Internet-delivered treatment. Overall, participants expressed a preference for individual face-to-face treatment. Students currently connected to the counseling center found all three modes more acceptable than did the non-clinic participants. Both groups expressed a preference for video conferencing over telephone, online chat, or e-mail as a means of communicating with a therapist if Internet-delivered therapy was the mode of counseling.

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.

Trenz, R. C., Ecklund-Flores, L., & Rapoza, K. (2015). A comparison of mental health and alcohol use between traditional and nontraditional students. *Journal of American College Health*, 63(8), 584-588.

College students in general have been found to be highly susceptible to mental health problems which may have serious implications for nontraditional college students. Nontraditional students are more likely to have children, full-time jobs, and may not go to college directly after graduating high school. Nontraditional students may be at risk for attrition. The following research examined the differences in life stress, anxiety, depression, and alcohol use among traditional and nontraditional college students. Results indicated that nontraditional college students experience life stress, anxiety, and depression at higher levels.

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.

Trevisan, D. A., Bass, E., Powell, K., & Eckerd, L. M. (2017). Meaning in life in college students: Implications for college counselors. *Journal of College Counseling*, 20(1), 37-51. doi:10.1002/jocc.12057

This study examined the relationship between both presence of and search for meaning by college students and their adjustment to college. A convenience sample of undergraduates who

attended a state university in a rural area completed the Meaning in Life Questionnaire and the Student Adaptation to College Questionnaire. Presence of meaning was positively correlated with adjustment, whereas searching for meaning was negatively correlated with adjustment. However, the degree to which students were actively searching for meaning moderated the relationship between the presence of meaning and adjustment

Trockel, M.T., Barnes, M.D., & Egget, D.L. (2000). Health-related variables and academic performance among first-year college students: Implications for sleep and other behaviors. *Journal of American College Health, 49*, 125-131.

This study analyzed the effects of several health-related variables on first-year college students' GPAs. A sample of students attending a large private university were asked about a variety of health-behavior variables that a literature review suggested were related to academic performance. Of all the variables considered, sleep habits accounted for the largest variance in grade point averages. Later wake-up times were associated with lower average grades. Variables associated with higher GPAs among first-year students were strength training and the study of spiritually oriented material. The number of paid or volunteer hours worked per week was associated with lower GPAs.

Trolan, T. L., An, B. P., & Pascarella, E. T. (2016). Are there cognitive consequences of binge drinking during college? *Journal of College Student Development, 57*(8), 1009-1026. doi:10.1353/csd.2016.0096

Although there is prior research that examines the impact of binge drinking on college students in various ways, but limited information is present on the impact on a student's cognitive thinking development. This study examined the impacts of binge drinking of student's cognitive function throughout four-years of college. A total of three questions guided this study: (a) What are the effects of binge drinking on college student's functioning after four years of college? (b) Do students with different levels of cognitive functioning at the start of college respond differently to binge drinking? (c) How does the frequency of a student's binge drinking facilitate the relationship between binge drinking and cognitive functioning? Data for this study was gathered from the WNS. The WNS gathered information from three groups of students at the following times: early fall during their first year of college, late spring during of their first year of college, and in the spring of their fourth year of college. Participants in this study were from 17 different institutions across the country. A total for 826 students completed the data collection process. Results suggested that students who began college with lower levels of cognitive skills at the beginning of college, and then participated in binge drinking behaviors during their four years in college, had a lower level of cognitive functioning than the other participants in the study. Implications of this study suggest that universities and student affairs professionals should continue to focus on the importance of education on the effects of binge drinking, and the connection between binge drinking, cognitive functioning, and overall student well-being. As college and university officials continue to address binge drinking, there can be positive impacts on overall student cognitive functioning.

Tsai, P.-C., & Wei, M. (2018). Racial discrimination and experience of new possibilities among Chinese international students. *The Counseling Psychologist, 46*(3), 351–378.

Few studies have explored the experiences of Asian international students' experiences of racial discrimination in the U.S., who make up one third of all international students in the United States. This study sought to address this gap in knowledge by examining the potential moderating effects of internal coping strategies and resistance on the relationship between racial discrimination and experience of new possibilities for Chinese international students. Participants include 258 Chinese international students. Results indicated that female students who used more internalized coping strategies perceived racial discrimination as an experience for new possibilities, whereas male students who used more resistance coping strategies were more likely to view racial discrimination as an experience of new possibilities.

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

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

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.

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.

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

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

Tucker, C., Sloan, S.K., Vance, M., & Brownson, C. (2008). Integrated care in college health: A case study. *Journal of College Counseling*, 11(2), 173-183.

The authors argue that from an integrated health care perspective primary care is a crucial environment in which to provide mental health services, especially for international students. This case study describes one integrated health program on a college campus and the experience of an international treatment.

Tuliao, A.P., Velasquez, P.A.E., Bello, A.M., & Pinson, M.J.T. (2016). Intent to seek counseling among Filipinos: Examining loss of face and gender. *The Counseling Psychologist*, 44(3), 353–382.

This study expanded upon Cramer's model of help-seeking behavior. The authors of this study, by adding loss of face to the model, found positive associations with self-concealment and intent to seek counseling and a negative association with attitudes toward counseling among 359 Filipino university students. By incorporating loss of face and accounting for gender differences in social support, the study produced a revised model that could replicate to a Filipino sample.

Turner, A.L. & Berry, T.R. (2000). Counseling center contributions to student retention and graduation: A longitudinal assessment. *Journal of College Student Development*, 41(6), 627-636.

This study's goal was to assess the long-term contribution of counseling services at a public, Western, flagship university of moderate size, toward overall student retention and graduation goal was to assess the long-term contribution of counseling services at a public,

during a 6 year period. The results indicated that the retention rates for students who sought counseling were superior to rates for the general student population.

Turner, E. A., Camarillo, J., Daniel, S., Otero, J., & Parker, A. (2017). Correlates of psychotherapy use among ethnically diverse college students. *Journal of College Student Development*, 58(2), 300-307. doi:10.1353/csd.2017.0022

The authors of this study examined the impact of therapy fears and mental health stress on mental health service utilization within a population of diverse college students. The hypotheses that focused this study were: (a) Students who previously engaged in mental health services will have less fears about future or current use of services, (b) Students who identify as non-European and or non-European descent will self-report less mental health services use, and (c) males will report less mental health service utilization than females. All participants (n=248) attended the same institution in central Texas, and all were enrolled in psychology courses. Results suggested that students with a higher level of fears related to mental health service uses were less likely to utilize those services. The results also shared that European American students were more likely than other students in the sample to participate in mental health services. Other mental health distress (either from past participation in mental health services or not) predicted the potential future engagement in mental health services. Prior research has connected mental health wellness to academic success, and this connection highlights another side of the importance of mental health wellness on college campuses. Implications for this study suggest mental health awareness and mental health wellness should be given priority and attention on college campuses. Counseling centers can provide outreach services to reach students on campus and can provide more education to students on the importance of mental health wellness.

Turner, E. A., Chandler, M., & Heffer, R. W. (2009). The influence of parenting styles, achievement motivation, and self-efficacy on academic performance in college students. *Journal of College Student Development*, 50(3), 337-346.

This study extending the parenting style knowledge-base to college student performance and adjustment. Relationships among authoritative parenting style, self-efficacy, academic motivation and performance were explored (from a self-determination theory perspective). The main findings were that authoritative parenting continues to influence college learners' academic performance during college, and that intrinsic motivation as well as self-efficacy were predictors of academic performance. The study adds additional findings that might inform counseling work with students with academic concerns as they relate to family and parental dynamics.

Turner-Essel, L., & Waehler, C. (2009). Integrating internalization in counseling psychology training programs. *The Counseling Psychologist*, 37(6), 877-901.

This study used online surveys of 47 APA counseling psychology training programs (response rate = 67%) and in-depth interviews with faculty at 10 programs to assess the degree to which, and how, training programs were implementing previous calls for and suggestions about how U.S. training programs can produce more internationally-cross-culturally aware graduates. Strategies and obstacles for increasing an international focus in training, along with recommendations, are provided.

Tylka, T.L. (2004). The relations between body dissatisfaction and eating disorder symptomatology: An analysis of moderating variables. *Journal of Counseling Psychology, 51(2), 178-191.*

Seven theoretically relevant variables were investigated to determine if they moderated the relationship between body dissatisfaction and disordered eating. A convenience sample from two large Midwestern universities provided data about eating behavior, body satisfaction/dissatisfaction, and the variables under investigation. The variables body surveillance, neuroticism, and having a family member and friend with an eating disorder intensified the primary body dissatisfaction-eating disorder relationship

Tylka, T. L. & Kroon Van Diest, A. M. (2013). The Intuitive Eating Scale-2: Item refinement and psychometric evaluation with college women and men. *Journal of Counseling Psychology, 60 (1), 137-153.*

Intuitive eating is described as an adaptive form of eating characterized by a strong connection with internal physiological hunger and satiety cues. Intuitive eaters eat based on their body's internal hunger and satiety cues. They are not preoccupied with dieting or food. The Intuitive Eating Scale (IES) is based on three domains: Unconditional Permission to Eat (UPE), Eating for Physical rather than Emotional Reasons (EPR), and Reliance on Hunger and Satiety Cues (RHSC). This article discusses the development and evaluation of the IES-2. The IES-2 yields four domains of intuitive eating and additional items were added to the domains. The IES-2 total scores and subscores were positively related to body appreciation, self-esteem, and satisfaction with life. The scores were inversely related to disordered eating behavior, body surveillance, and body shame. The IES also demonstrated incremental validity by predicting psychological well-being above and beyond eating disordered symptomatology.

Tylka, T.L. & Subich, L.M. (2004). Examining a multidimensional model of eating disorder symptomatology among college women. *Journal of Counseling Psychology, 51(3), 314-328.*

The purpose of this study was to examine a model of eating disorder symptomatology that incorporates personal sociocultural and relational correlates. A convenience sample of women attending one of two large Midwestern universities participated by providing relevant information. Results indicated that the model fit the data adequately and sociocultural, personal and relational variables all made unique contributions within the model. Most model predictions were supported, and personal and relational variables were found to fully mediate the effects of the sociocultural variable on disordered eating scores.

Uffelman, R.A. & Hardin, S.I. (2002). Sessions limits at university counseling centers: Effects on help-seeking attitudes. *Journal of Counseling Psychology, 49(1), 127-132.*

This study sought to determine what effects, if any, psychotherapy session limits may have on students' willingness to use such services in the context of perceived problem urgency. A convenience sample of students enrolled in an introductory psychology course responded to a

questionnaire designed to provide data relevant to the purpose of the study. Results suggested that students were not influenced by the maximum number of sessions available. Participants also indicated that they would most likely seek counseling for high urgency problems.

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.

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

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

Urban, E.L., Orbe, M.P., Tavares, N.A. & Alvarez, W. (2010). Exploration of Dominican international students' experiences. *Journal of Student Affairs Research and Practice*, 47(2), 233–250.

This qualitative study explored the experiences of Dominican Republic students as they adjusted to campus life at a large Midwestern, public university and at a mid-size, Western, public university. Five themes emerged: challenges and strategies used to overcome them; experiences and expectations of the U.S. educational system; intergroup relations; cultural norms; and identity.

Uruk, A.C., Bridges, S.K., & Cogdal, P. (2005). Changes in family composition: Coping coherence and symptomatology in a college population. *Journal of College Student Psychotherapy*, 20, 53-65.

This study explored the impact on college students and their families when a change in family composition occurs. Also considered were the factors contributing to changes. A convenience sample consisting of students enrolled at a large public university located in the Southern U.S. provided demographic information, and completed the Sense of Coherence (SOC), the Los Angeles Symptoms Checklist (LASC), and the Ways of Coping (WOC). Results indicated that there were no significant differences between the students who reported a change in their family composition and those who did not.

Uruk, A.C., Sayger, T.V., & Cogdal, P.A. (2007). Examining the influence of family cohesion and adaptability on trauma symptoms and psychological well-being. *Journal of College Student Psychotherapy*, 22, 51-63.

This study examined the influence of family cohesion and adaptability on students' trauma symptoms and psychological well-being. Participants were undergraduate students enrolled at a large southern university who completed the Family Adaptability and Cohesion Evaluation Scales (FACES-III), L.A. Symptoms Checklist (LASC), and the Scales of Psychological Well-Being. Results suggested that gender and ethnicity do not contribute significantly to an explanation of trauma symptoms and psychological well-being. Family cohesion and adaptability did show a significant influence on these two variables.

Vaccaro, A. (2012). Campus microclimates for LGBT faculty, staff, and students: An exploration of the intersections of social identity and campus roles. *Journal of Student Affairs Research and Practice*, 49(4), 429-446.

Findings as a result of this ethnographic study of lesbian, gay, bisexual, and transgender (LGBT) faculty, staff, graduate and undergraduate students who were affiliated with a mid-size Midwestern university suggest that LGBT individuals with similar organizational roles shared common experiences and perceptions that were informed by localized socio-spatial environments.

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.

Valentine, J.J. & Taub, D.J. (1999). Responding to the developmental needs of student athletes. *Journal of College Counseling*, 2(2), 164-179.

Because there is no guiding theory to support student athletes' psychosocial development, college counselors feel unprepared to assist this special student population. The authors use the developmental model proposed by Chickering as a framework for assisting student clients who are athletes.

VanBoven, A.M. & Espelage, D.L. (2006). Depressive symptoms, coping strategies, and disordered eating among college women. *Journal of Counseling and Development*, 84, 341-348.

In a 2-phase study of undergraduate women enrolled at a large, public Midwestern university, depressive symptoms mediated the association between disordered eating and lower problem-

solving confidence. Depressive symptoms did not mediate the association between the ability to generate competent solutions to hypothetical stressful situations and disordered eating.

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

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

Van Haveren, R. N., Blank, W., & Bentley, K. (2001). “Lafeneline”: Promoting sexual health through college radio. *Journal of College Counseling*, 4(2), 186-189.

The authors describe a sexual education program that was broadcast on a college radio station. Included are a description of content, precautions and logistics for producing the informational show.

VanZile-Tamsen, C. (2002). Assessing and promoting self-regulated strategy use. *Journal of College Counseling*, 5(2), 182-186.

Many students seek assistance at college counseling centers because they are experiencing academic difficulties. A major predictor of student academic success is their use of self-regulated strategies the way in which they monitor and adjust their own learning process. The author provides a description of self-regulated strategy use (SRSU), the means available to assess SRSU, including instruments and semi structured interviewing.

Vareldzis, B.P. & Andronico, M.J. (2000). Developing a college men’s growth group. *American College Health*, 49(2), 93-96.

Three varied men’s support groups were formed at a large, public university located in the southeast. This article describes the experiences of each of the groups and poses the following questions for follow-up research: (1) Does the decreased face-to-face social contact occurring in the advent of e-mail and other electronic communication have a detrimental effect on men’s health, particularly on depression indices? (2) Does creating a support group for seemingly healthy young men have a beneficial effect by reducing social isolation? (3) Do growth groups lead college men to be more likely to seek help when they see the early onset of symptoms of physical illness? (4) Does participation in a support group increase the likelihood that men will follow through with treatment once treatment is prescribed?

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

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

Varghese, M. E., & Pistole, M. C. (2017). College student cyberbullying: Self-esteem, depression, loneliness, and attachment. *Journal Of College Counseling, 20(1), 7-21.* doi:10.1002/jocc.12055

This exploratory study examined, through an online survey, the extent of cyberbullying at a large midwestern university. Participants completed instruments that measured self-esteem, depression, loneliness, maternal attachment anxiety, and maternal attachment avoidance. Analyses of the resulting data revealed that maternal attachment anxiety explained unique variance in cyber victimization and cyber-offending. In multivariate analyses of variance, cyberbully victims (vs. nonvictims) reported higher depression, loneliness, and maternal attachment anxiety, and cyberbully offenders (vs. nonoffenders) reported lower self-esteem and higher maternal attachment anxiety.

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

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

van Ingen, D. J., Freiheit, S. R., Steinfeldt, J. A., Moore, L. L., Wimer, D. J., Knutt, A. D., & ... Roberts, A. (2015). Helicopter Parenting: The effect of an overbearing caregiving style on peer attachment and self-efficacy. *Journal of College Counseling, 18(1), 7-20.* doi:10.1002/j.2161-1882.2015.00065.x

In this study, the authors investigated ways in which helicopter parenting may affect college students' peer attachment and self-efficacy and how parental and peer attachment were related to self-efficacy in young adults. A purposeful sample of diverse students enrolled at a Midwestern public liberal arts university was recruited and completed the Overprotection subscale of the Parental Bonding Instrument, portions of the Inventory of Parent and Peer Attachment and the Self-Efficacy Scale. Perceptions of helicopter parenting were associated with low general self-efficacy and poor peer attachment. Students who perceived their parents as intrusive felt a diminished capacity to perform or accomplish tasks. Helicopter parenting was also associated

with mistrust in peers, feeling alienated from peers, and poor peer communication. However, helicopter parenting was not significantly correlated with social self-efficacy.

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

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

Vaughn, A. A., Drake, R. R., & Haydock, S. (2016). College student mental health and quality of workplace relationships. *Journal of American College Health, 64*(1), 26-37.

It is common for college students to work while also pursuing higher education. This may leave some students feeling a lack of social support and less connected to their school due to work obligations. In addition, working students will experience relationships in the workplace that can be positive, negative, or a combination of the two. This study examined the effect of quality of workplace relationships on the mental health of employed students. Results indicated that most workplace relationships were positive (supportive or ambivalent). Supportive relationships were related to fewer somatic stress symptoms, lower depression and anxiety, and higher life satisfaction. Aversive relationships were related to higher depression and anxiety. Ambivalent relationships were predictors of somatic stress symptoms and life satisfaction.

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

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

Veeser, P.I. & Blakemore, C.W. (2006). Student assistance program: A new approach for student success in addressing behavioral health and life events. *54*(6), 377-381.

A Student Assistant Program (SAP) provided by a private vendor to serve students at a public university provided to students to address psychosocial concerns that may interfere with

academic performance. These services are designed to meet the need for more intensive time-limited behavioral interventions or mental health treatments. These interventions are similar to employee assistance programs offered by many employers.

Vereen, L.G., Butler, S.K., Williams, F.C., Darg, J.A., & Downing, K.E. (2006). The use of humor when counseling African American college students. *Journal Counseling and Development, 84, 10-15*

Most African American college students don't seek counseling because they do not see themselves being represented within the mainstream culture of counseling and because they lack trust in the process. Although there are many cautions related to the use of humor in the therapeutic session, the inclusion of humor in this context in culture-specific ways there is a need for future research to explore its value.

Vespia, K.M., (2007). A national survey of small college counseling centers: Successes, issues, and challenges. *Journal of College Student Psychotherapy, 22(1), 17-40.*

Vespia addresses the concern that often the dynamics of small college counseling centers leading unique policies and procedures generally had been neglected in the literature at a time when college and university mental health services overall are under scrutiny. Small campuses often support a counseling center with one isolated staff member or very few staff, and operate in an intimate campus environment. This article presents findings from a national survey of small campus college counseling center directors.

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

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

Vick, R., Sr. (2000). Questioning the use of alcoholics anonymous with college students: Is an old concept the only alternative for a new generation? *Journal of College Counseling, 3,158-167.*

For developmental reasons and because of the religious nature of Alcoholics Anonymous, AA may not be the most efficacious means of treating college students who abuse alcohol. This article discusses two alternatives to Alcohol Anonymous, Alcohol 101 and Rational Recovery. Both are described as education based and appropriate for traditional aged college students.

Villegas-Gold, R., & Yoo, H. C. (2014). Coping with discrimination among Mexican American college students. *Journal of Counseling Psychology, 61(3), 404-413.*

This study examined the effects of engagement and disengagement as a coping strategy on the relationship between racial discrimination and subjective well-being. Engagement was defined as actively managing the stress through methods like problem solving, expression of emotion, and social support. Disengagement was defined as moving away from stressors through methods of withdrawal, self-criticism, and avoidance. Participants consisted of 302 self-identified Mexican American college students. Participants completed the Perceived Racism Scale for Latina/os (PRSL), Coping Strategies Inventory (CSI), Satisfaction with Life Scale (SWLS), and Positive and Negative Affect Schedule (PANAS). Results suggested that perceived racial discrimination was negatively correlated with subjective well-being. The engagement coping mechanism of problem solving had a significant mediating effect associated with elevated subjective well-being. The disengagement coping strategies of self-criticism, wishful thinking, and social withdrawal were negatively related to subjective well-being.

Vinson, M.L., & Griffin, B.L. (1999). Using a constructivist approach to counseling in the university counseling center. *Journal of College Counseling, 2(1), 66-75.*

This article discusses how college students problems can be conceptualized and the appropriate counseling approach designed from a constructivist perspective. Two case studies are used as examples.

Vogel, D. L., & Armstrong, P. I. (2010). Self-concealment and willingness to seek counseling for psychological, academic, and career issues. *Journal of Counseling & Development, 88(4), 387-396.*

This study sought to better understand factors contributing to the unwillingness of a student experiencing counseling-related concerns to seek professional support. Based on a sample of more than 200 students with psychological, academic, and/or career concerns, self-concealment, negative social experiences, and psychological distress all played a role in counseling-seeking decisions.

Vogel, D. L., Bitman, R. L., Hammer, J. H., & Wade, N. G. (2013). Is stigma internalized? The longitudinal impact of public stigma on self-stigma. *Journal of Counseling Psychology, 60 (2), 311-316.*

The purpose of this study is to examine the relationship between public stigma and self-stigma. Participants were 448 college students that completed the Stigma Scale for Receiving Psychological Help and the Self-Stigma of Seeking Help scale at two different points 3 months apart. Results indicated that public stigma measured at the first time predicted self-stigma measured at the second time. Implications are discussed.

Vogel, D. L., Schechtman, Z., & Wade, N. G. (2010). The role of public and self-stigma in predicting attitudes toward group counseling. *The Counseling Psychologist, 38 (7), 904-922.*

Individual counseling has been underutilized due to the stigmatization of mental health services.

Group counseling has also been underutilized and this study examines the role stigma plays towards the attitudes of group counseling. Four hundred and ninety-one college students were surveyed and given the Devaluation Discrimination Scale, the Self-Stigma of Seeking Help Scale (SSOSH), and the Attitudes Toward Seeing Professional Psychological Help Scale. The results indicated that public stigma is internalized into self-stigma and self-stigma is negatively related to attitudes toward group counseling. Implications are discussed.

Vogel, D. L., Strass, H. A., Heath, P. J., Al-Darmaki, F. R., Armstrong, P. I., Baptista, M. N., ... Zlati, A. (2017). Stigma of seeking psychological services: Examining college students across ten countries/regions. *The Counseling Psychologist, 45*(2), 170–192.

There are many factors that influence an individual's decision to seek or avoid counseling, and one of the most salient factors is stigma. Research supports the view that, in the U.S., public stigma and self-stigma are often the primary determinant of attitudes toward psychological services. This study examined the relationships between public stigma, self-stigma, and attitudes toward psychological services in college students from 10 countries and regions. The regions studied were Australia, Brazil, Canada, Hong Kong, Portugal, Romania, Taiwan, Turkey, the United Arab Emirates (UAE), and the U.S. The sample consisted of 3,276 college students from universities/colleges located in these 10 different regions. Results suggest that higher levels of public stigma are associated with higher levels of self-stigma and that higher levels of self-stigma are associated with more negative attitudes toward seeking help in most of the studied countries. Hong Kong, Turkey, and the UAE showed a smaller relationship between self-stigma and attitudes than the average of the other countries and regions.

Vogel, D., Wade, N. G., & Aschman, P. L. (2009). Measuring perceptions of stigmatization by others for seeking psychological help: Reliability and Validity of a new stigma scale with college students. *Journal of Counseling Psychology, 56* (2), 301-308.

One reason people avoid psychotherapy is the fear of being stigmatized. The authors created a new scale measuring the perceived stigmatization of seeking services and then examined the reliability and validity of the scale. Five different samples were used for scale development, confirmatory factor analysis, concurrent validity, test-retest reliability and validity, and a clinical sample. The authors ended up using five items from their initial scale to create the Perceptions of Stigmatization by Others for Seeking Help scale (PSOSH). The PSOSH scores were negatively related to attitudes toward seeking help, having internal consistency scores of .84 and .85. Implications and directions for future research is provided.

Vogel, D.L. & Wester, S.R. (2003). To seek help or not to seek help: The risks of self-disclosure. *Journal of Counseling Psychology, 50*(3), 351-361.

This study focused on the role of avoidance factors associated with a potential clients' decreased likelihood of seeking counseling services. It also sought to clarify the degree to which avoidance factors such as self-disclosure, self-concealment, and anticipated risk and utility of self-disclosing play a role in decision-making. Participants were enrolled in Psychology classes at a large, Midwestern university. Findings revealed that previous counseling experience was a

consistent predictor of help-seeking attitudes. Avoidance factors such as comfort with self-disclosure, were found to account for at least as much variance in the decision to seek help as approach factors.

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

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

Vuong, M., Brown-Welty, S., & Tracz, S. (2010). The effects of self-efficacy on academic success of first-generation college sophomore students. *Journal of College Student Development, 51(1), 50-64.*

This study utilized an online College Self-Efficacy measure to examine student experience at a combination of 5 institutions. Non-first-generation sophomores demonstrated better persistence rates than their first-generation college peers; and self-efficacy beliefs appeared to effect both GPA and retention.

Wade, N. G., Post, B. C., Cornish, M. A., Vogel, D. L., & Tucker, J. R. (2011). Predictors of the change in self-stigma following a single session of group counseling. *Journal of Counseling Psychology, 58 (2), 170-182.*

Self-stigma can be a barrier for many needing help. The authors surveyed college students after they had participated in 1 group session that either contained therapist self-disclosure or not. The students' self-stigma, intent to seek counseling, group engagement, bond with counselor, session quality, psychological problems and functioning, and interest in continues group counseling were measured. Results indicated, the participants in both groups reported less self-stigma. The working alliance significantly predicted the change in self-stigma and self-stigma predicted intention to do follow-up sessions. Implications for practice are discussed.

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

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

Waldrop, D., Reschly, A. L., Fraysier, K., & Appleton, J. J. (2019). Measuring the engagement of college students: Administration format, structure, and validity of the student engagement instrument–college. *Measurement & Evaluation in Counseling & Development, 52*(2), 90–107.

Measures of student engagement, that can be used across levels of schooling, are beneficial when designing interventions aimed at addressing student disengagement. One such measure, the Student Engagement Instrument (SEI) measures student engagement based on academic, behavioral, cognitive, and affective engagement. Researchers in this study evaluated the factor structure, validity, and administration methods for the Student Engagement Instrument- College version (SEI-C). Results provided evidence to suggest the appropriate use of the instrument for use with college students and for collecting data in both online and paper-and-pencil administration.

Walkenstein, E. (2000). Cinderella’s secret: Who is her Prince Charming, Really?. *Journal of College Student Psychotherapy, 15*(3), 3-15.

This article is a description of a therapeutic intervention for a woman entangled in a subtly abusive marriage that recreates her childhood deprivations.

Walker, A. C., Gewecke, R., Cupit, I. N., & Fox, J. T. (2014). Understanding bereavement in a Christian university: A qualitative exploration. *Journal of College Counseling, 17*(2), 131-149. doi:10.1002/j.2161-1882.2014.00053.x

The purpose of this preliminary, phenomenological research was to better understand the personal experience of bereavement for a convenience sample of students enrolled at a small, Midwestern Christian university. The authors interpreted the results within the context of an ecological systems framework. Results indicate that students are generally successful in adapting to bereavement and prefer an environment open to discussing death and asking difficult religious questions.

Wallace, D. D., Boynton, M. H., & Lytle, L. A. (2017). Multilevel analysis exploring the links between stress, depression, and sleep problems among two-year college students. *Journal of American College Health, 65*(3), 187-196.

A majority of college students report sleeping for less than 8 hours a night. Lack of sleep has been linked with numerous health conditions including depression. The following study examined the relationships between stress, depression, sleep quantity, and sleep quality in a sample of 2-year college students. The participant sample in this study reported an average of 8.4 hours of sleep per night which is higher what is typically reported in previous studies. Age and working status were significant predictors of average sleep quantity. Stress and depression were not significant predictors of sleep quantity. However, stress and depression were significant predictors of quality of sleep.

Walter, J. P., Yon, K. J., & Skovholt, T. M. (2012). Differences in beliefs about psychological services in the relationship between sociorace and one's social network. *Journal of Counseling & Development, 90*(2), 191-199. <http://dx.doi.org/10.1111/j.1556-6676.2012.00024.x>

This study investigated sociorace in relation to the impact that participants' social networks had on their beliefs about receiving psychological services. Participants consisted of 184 racially and ethnically diverse university students. Results indicated that the following characteristics were related to positive beliefs about psychological services: participants who had friends or family members who had received psychological services, were female, and had used psychological services in the past. There were multiple socioracial differences in participants' beliefs about psychological services based on their past use of services and their social networks. Recommendations for counseling practice are discussed.

Walther, W. A., Abelson, S., & Malmon, A. (2014). Active minds: Creating peer-to-peer mental health awareness. *Journal of College Student Psychotherapy, 28*(1), 12-22. doi:10.1080/87568225.2014.854673

This article describes the model used by the organization *Active Minds*. The model incorporates a student-led, staff-advised chapter model that seeks to draw on the benefits of peer-to-peer connection. *Active Minds* chapters recognize the expertise of the on-campus and community-based counseling services and promote and encourage these services to the student body.

Wang, K. T., Heppner, P. P., Fu, C., Zhao, R., Li, F., & Chuang, C. (2012). Profiles of acculturative adjustment patterns among Chinese international students. *Journal of Counseling Psychology, 59* (3), 424-436.

The authors identified adjustment patterns of new Chinese international students over 3 semesters in the United States. Over 500 students were measured for psychological distress to convey acculturative adjustment over 4 different points in time. The students were measured prearrival, first semester, second semester, and third semester. The results indicated that the majority of the students had relatively low psychological distress scores implying they were well-adjusted. About 10% exhibited consistent high distress, 14% decreasing distress (relieved), and 11% with a sharp peak of psychological distress (culture-shocked). Common factors among the more adjusted students prior to acculturation were higher self-esteem, positive problem solving appraisal, and lower maladaptive perfectionism. Students using acceptance, reframing, and striving as coping supports and having a balanced social supports associated with better transitioning. Implications and future research are discussed.

Wang, S. & Kim, B. S. (2010). Therapist multicultural competence, Asian American participants' cultural values, and counseling process. *Journal of Counseling Psychology, 57* (4), 394-401.

In response to the high rate that Asian Americans drop out of mental health treatment, the authors examined the effects of therapists' multicultural competence as well as the clients' cultural attitudes on the counseling process. One hundred and 13 Asian American college

students were surveyed and results indicated that students with multicultural competent counselors rated the sessions higher compared to those students without therapist multicultural competence. In addition, acculturation was positively associated with ratings of counseling process while emotional self-control was negatively associated. Implications for multicultural competence research and training are discussed.

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

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

Wang, C-C DC, & Castaneda-Sound, C. (2008). The role of generational status, self esteem, academic self-efficacy, and psychological well-being. *Journal of College Counseling*, 11(2), 101-118.

This study examined the relationship of first generation college student (FGCS) status and psychological well-being. A sample of students enrolled at a public, west coast university completed the Rosenberg Self-Esteem Scale, the College Self-Efficacy Inventory, the Social Support Appraisals, and the Stress subscale of the Rhode Island Stress and Coping Inventory. After controlling for the effect of race/ethnicity, results indicated that FGCSs scored significantly lower in academic self-efficacy and reported more somatic symptoms than did those who were not first generation students. Self-esteem, perceived support from family and perceived support from friends were found to be significantly and positively associated with students' well-being. Findings indicated that generational status moderated the link between support from family and stress.

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

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

Wang, C.C.D.C. & Mallinckrodt, B. (2006). Acculturation, attachment, and psychosocial adjustment of Chinese/Taiwanese international students. *Journal of Counseling Psychology*, 53(4), 422-433.

Acculturation is typically defined as the amount of culture-related values, beliefs, affects, customs and behaviors, adapted or endorsed by a minority individual that are held by the majority culture. *Adult attachment anxiety* involves an excessive need for approval from others and fear of interpersonal rejection or abandonment. *Attachment avoidance* involves an excessive need for self-reliance and fear of interpersonal intimacy or dependence. This study examined adult attachment and acculturation as predictors of Chinese international students' psychosocial adjustment. A random sample of Chinese and Taiwanese students attending one of two large, Midwestern, public universities was selected and completed several inventories. Results indicated that attachment anxiety and attachment avoidance were negatively associated with acculturation to the host culture and that high attachment anxiety and high avoidance are significant predictors for both sociocultural adjustment difficulty and psychological distress.

Wang, C. C., Scalise, D. A., Barajas-Munoz, I. A., Julio, K., & Gomez, A. (2016). Attachment, acculturation, and psychosomatic complaints among Hispanic American university students. *Journal of College Counseling*, 19(1), 45-60. doi:10.1002/jocc.12030

This study investigated adult attachment and acculturation frameworks of reported psychosomatic complaints related to perceived discrimination among a sample of Latino/Hispanic university students. Participants were involved in Latino/Hispanic American student organizations at one of 12 public, 4-year universities with an enrollment of at least 12,000 students representing the Northeast, Southeast, Midwest, South, Rocky Mountain, and West Coast geographical regions. Participants completed the Experiences in Close Relationships Scale, nine items with modified wordings from those in the ethnic interaction factor of the Acculturation Rating Scale for Mexican American–II, those from the Cultural Identity and Cultural Knowledge subscales of the Asian American Multidimensional Acculturation Scale–European American, the 12-item Familismo Scale, the 18-item Machismo Scale, and the 10-item version of the Perceived Discrimination Scale. The results of the study indicate that psychosomatic concerns of Latino/Hispanic students can be traced back through three levels of theoretical precursors, including perceived discrimination, acculturation/adherence to Latino/Hispanic cultural beliefs, and adult attachment.

Wang, L.F. & Heppner, P.P. (2002). Assessing the impact of parental expectations and psychological distress on Taiwanese college students. *The Counseling Psychologist*, 30(4), 582-608. doi: 10.1177/00100002030004006

In Asian cultures, such as in Taiwan, *filial piety*, a Confucian concept meaning respect for parents and ancestors, has been found in previous research to be the most important ideal self-concept of Taiwanese youths. This article reports the results of two studies whose purpose was to determine whether parental expectations or living up to parental expectations served as better predictors of Taiwanese college students' psychological distress. Results revealed that perceiving

oneself as living up to parental expectations, rather than parental expectations *per se*, is a better predictor of psychological distress.

Wang, K. T., Puri, R., Slaney, R. B., Methikalam, B., & Chadha, N. (2012). Cultural validity of perfectionism among Indian students: Examining personal and family aspects through a collectivistic perspective. *Measurement and Evaluation in Counseling and Development*, 45(1), 32-48.
<http://dx.doi.org/10.1177/0748175611423109>

Researchers investigated the psychometric properties of the Almost Perfectionist Scale (APS) and the Family Almost Perfectionist Scale (FAPS) among 132 college students in India. Three types of previously identified perfectionists (adaptive, maladaptive, and non-perfectionists) were compared on depression and self-esteem. Results were largely consistent with previous findings, adaptive perfectionists reported significantly higher self-esteem and lower levels of depression compared to maladaptive perfectionists. Furthermore, collectivist values were found to moderate the relationship between perfectionism and other variables. Findings supported the notion that perfectionism is prevalent among diverse groups. Researchers concluded that the APS and FAPS are useful instruments for assessing perfectionism among diverse groups of students. Specific implications for counseling clients from Asian and Indian cultural backgrounds are discussed.

Wang, K. T., Wong, Y. J., Fu, C. (2013). Moderation effects of perfectionism and discrimination on interpersonal factors and suicide ideation. *Journal of Counseling Psychology*, 60 (3), 367-378.

The authors examined the effects of perfectionistic personal discrepancy, perfectionistic family discrepancy, and discrimination and the associations between interpersonal risk and suicidal ideation. The participants were 466 Asian international students at a public university in the Midwest. Results indicated that both types of maladaptive perfectionism were positively associated with suicidal ideation while family discrepancy and perceived discrimination were found to intensify the association of interpersonal risk factors and suicidal ideation. Implications for practice and research are discussed.

Wang, M-C., Nyutu, P. N., & Tran, K. K. (2012). Coping, reasons for living, and suicide in Black college students. *Journal of Counseling & Development*, 90, 459-466.

The authors explored factors associated with African-American student suicidality. In their study of 361 African-American undergraduates, reasons for living mediated against suicide but not against depression. Further, avoidance-oriented coping appeared to better protect against suicidal ideation than did emotion-oriented coping for this population.

Ward, A.M., & Ashby, J.S. (2008). Multidimensional perfectionism and the self. *Journal of College Student Psychotherapy*, 22(4), 51-65.

The authors of this study hypothesized that adaptive perfectionists would score higher on scales that measure healthy expressions of narcissism and belongingness. A convenience sample of undergraduates enrolled in classes at a midsized Midwestern university completed the Almost

Perfect Scale-Revised 9 APS-R), the Social Connectedness Scale (SCS), the Social Assurance Scale (SAS), and the Superiority and Goal Instability Scales (SGIS). Results indicated that adaptive perfectionists expressed higher standards yet experienced only moderate distress when mistakes were made and personal standards were not met. Maladaptive perfectionists indicated that they possessed high standards and were highly self-critical when mistakes were made and had excessive concerns about making future mistakes.

Ward, R.M. & Webb, R.E. (2004). The dean's restraining order: "When thou art all the better part of me." *Journal of College Student Psychotherapy*, 7, 3-12; Amanda, G. (2004). The Use of a restraining order in dealing with unmanageable college students: A commentary on "The dean's restraining order: 'When thou art all the better part of me'." *Journal of College Student Psychotherapy*, 13-17; and Ward, R.M. & Webb, R.E. (2004). The authors' response to Amanda's commentary. *Journal of College Student Psychotherapy*, 7, 19-20.

This trilogy of opinion relates to the role of administrative and legal intervention as a means of dealing with difficult romantic relationships among college students, especially ones in which the parties disagree whether or not the relationship should be terminated. This is an interesting case study dealing with a problem not uncommon on most college campuses.

Wachter Morris, C. A., Taub, D. J., Servaty-Seib, H. L., Lee, J.Y., Miles, N., Weden, D., & Prieto-Welch, S. L. (2015). Expanding capacity for suicide prevention: The ALIVE @ Purdue train-the-trainers program. *Journal of College Student Development*, 56(8), 861-866. doi:10.1353/csd.2015.0084

The authors of this study utilized counseling graduate students to provide suicide prevention and awareness training to Resident Assistants on campus who were not able to be trained by the campus counseling center. This study utilized the concept of training more trainers to provide the education and training to the needed "gatekeepers" on campus. Researchers focused on the following research questions: (a) Do the participants in the study gain the knowledge necessary through the training? (b) Does the knowledge predict the participants crisis communication after the completion of training? A total of 12 participants engaged in this study. Data was collected via a pre- and post-test method. The results of the study suggest that although knowledge-related assessments were not impacted by the training, there was a significant impact on their communication skills during a crisis. The results also suggest that skills were not predicted by knowledge. The implications of this study suggest that universities can use the method to provide the appropriate training and services where needed, and the students trained will also get the ability to develop their skills and abilities further.

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.

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.

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.

Waterman, S. J. (2012). Home-going as a strategy for success among Haudenosaunee college and university students. *Journal of Student Affairs Research and Practice*, 49(2), 193-209.

The authors of this article investigated the experiences of 26 Iroquois college graduates participants who grew up on or near one of the Haudenosaunee (Iroquois) territories in New York State and Canada and attended community colleges, private and public 4-year institutions (including Ivy League schools), and institutions outside New York. Participants lived in residence halls while attending college and remained culturally centered by going home often, some said "every single weekend" until they could transfer to an institution close to home and commute. The importance of place is discussed in relation to home-going behavior.

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.

Watson, J.C. (2005). College student-expectations of counseling services. *Journal of College Student Development, 46*(4), 442-449.

This article examined Division I college adjustment among student-athletes and non-athletes utilizing a holistic wellness perspective. Non-athletes reported higher levels of wellness than their student-athlete peers. The authors emphasize ways in which wellness factors may influence student-athletes' physical and mental health at various time-points during their college experience, and offer implications for student affairs and student-athletics professionals.

Watson, J.C. (2006). Student-athletes and counseling: Factors influencing the decision to seek counseling services. *College Student Journal, 40*(1), 35-42.

According to some research as many as 10 per cent of the collegiate student athlete population may be dealing with issues significant enough to warrant psychological service. But, this same research reveals that student athletes are disproportionately underrepresented as clients of college counseling centers. The purpose of this study was to further the understanding of this conundrum. Results of a comparative survey of student athletes and non-student athletes suggest that lack of available time is a common reason given by athletes for not seeking needed counseling support. Surprisingly, non-athletes were more concerned than athletes about the perception of others on campus should they decide to seek counseling.

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

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

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

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

Watson, J. C. (2017). The *Journal of College Counseling* turns 20: Celebrating two decades of advancing college counseling: Theory, research, and practice. *Journal of College Counseling, 20*, 3-6. <https://doi.org/10.1002/jocc.12054>

The *JCC*'s current editor looks back at the history, trends, and evolution of the journal over its first 20 years in publication.

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).

Watson, J.C. & Kissinger, D.B. (2007). Athletic participation and wellness: Implications for counseling college student-athletes. *Journal of College Counseling, 10*(2), 153-162.

Student athletes represent a unique, clearly identifiable, college student population. The authors examine the effectiveness of a wellness approach for working with this group of students. A study was conducted to investigate whether differences exist in wellness between student-athletes and non-athletes. Participants were recruited from a convenience sample consisting of students who had enrolled in required counseling services courses. Participants provided demographic information and completed the Five Factor Wellness Inventory. Non-athletes reported higher levels of wellness than did student-athletes. Implications for college counseling are discussed.

Watson, J. C., & Watson, A. A. (2016). Coping self-efficacy and academic stress among Hispanic first-year college students: The moderating role of emotional intelligence. *Journal of College Counseling, 19*(3), 218-230. doi:10.1002/jocc.12045

The purpose of this study was to examine the relationship between the academic stress and coping self-efficacy of Hispanic students enrolled in their 1st year of college and the moderating role of emotional intelligence in that relationship. A convenience sample was drawn consisting of first-year students who self-identified as Hispanic and who were enrolled at a medium-size, Hispanic-serving institution located in the southern United States. Participants completed the Academic Stress Scale, the Coping Self-Efficacy Scale, and the Assessing Emotions Scale. The results support the hypothesis that coping self-efficacy is a significant predictor of academic stress and that among Hispanic college students, emotional intelligence significantly moderates the relationship between these two variables.

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.

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

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

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.

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.

Webb, R., & Widseth, J. C., (2005). Commentary on Gregory Hatchett's "Reducing Premature Termination in University Counseling Centers." *Journal of College Student Psychotherapy*, 19(4), 49-59.

The authors express concerns about Hatchett's (2004) assertions that "most students will not participate in therapy long enough to experience its full benefits and that early departure ... presents a formidable barrier to success treatment." The basis for these authors' concerns is their assertion that Hatchett (2004) failed to acknowledge that college counseling centers are usually very different in nature and ambience from other types of outpatient settings, or the developmental approach that distinguishes most college counseling centers from other types of clinical settings.

Wechsler, H., Kuh, G., & Davenport, A. E. (2009). Fraternities, sororities, and binge drinking: Results from a national study of American colleges. *NASPA Journal*, 46(3), 395-416.

This study confirmed the widely-held perceptions that widely publicized drinking parties, binge-drinking, and the high-social-status associated with binge-drinking are accurate. This

confirmatory research should have implications for counseling center substance use and outreach work.

Wechsler, L.S., Riggs, S.A., Stabb, S.D., Marshall, D.M. (2006). Mutuality, self-silencing, and disordered eating in college women. *Journal of College Student Psychotherapy, 21*,51-76.

This study sought to replicate among college students other investigations that reported negative associations between relational mutuality and self-silencing among female cancer patients. The authors also investigated whether a relationship exists between mutuality, self-silencing and disordered eating. Participants were a convenience sample who attended a small, public university primarily for women, located in the Southwestern U.S. The researchers collected demographic data from the participants as well as responses to the *Mutual Psychological Development Questionnaire*, the *Silencing The Self Scale*, and the *Eating Disorder Inventory Second Edition*. Included among the findings was that high levels of relational mutuality are associated with low levels of self-silencing and the interpretation that some disordered eating behaviors are inversely associated with partner mutuality and/or positively associated with self-silencing behavior.

Wei, M., Heppner, P.P., Mallen, M.J., Ku, T.Y., Liao, K.Y.H., & Wu, T.F. (2007). Acculturative stress, perfectionism, years in the United States, and depression among Chinese international students. *Journal of Counseling Psychology, 54*(4), 385-394.

This study tested how the length of time in the U.S. in combination with maladaptive perfectionism, moderated the effect of acculturative stress on depression among Chinese international students. International students from China and Taiwan attending a large, Midwestern university, were recruited via an on-line survey. Results indicated that acculturative stress, maladaptive perfectionism and length of time in the U.S. interacted to predict depression. Low maladaptive perfectionism buffered the effect of acculturative stress on depression only for those who had been in the U.S. for a relatively longer period of time.

Wei, M., Liao, K. Y., Heppner, P. P., Chao, R. C., & Ku, T. Y. (2012). Forbearance coping, identification with heritage culture, acculturative stress, and psychological distress among Chinese international students. *Journal of Counseling Psychology, 59* (1), 97-106.

The purpose of this study was to examine if culturally relevant coping strategies are associated with lower level of psychological distress for Chinese international students. A survey was administered measuring English proficiency, length of time in the U. S., forbearance coping, identification with heritage culture, acculturative stress, and psychological distress. The results indicated a 3-way interaction of forbearance coping, identification with heritage culture, and acculturative stress on psychological distress. For students with stronger heritage culture identification, forbearance coping was not significantly associated with psychological distress. Implication are discussed.

Wei, M., Liao, K. Y., Chao, R. C., Mallickrodt, B., Tsai, P., & Botello-Zammarron, R. (2010). Minority stress, perceived bicultural competence, and depressive symptoms among ethnic minority college students. *Journal of Counseling Psychology, 57* (4), 411-422.

Minority students can often experience stress due to discrimination on campuses. This study examined students' perceived bicultural competence on depressive symptoms. One hundred and sixty-seven Asian American, African American, and Latino/a American students participated in the study. The results indicated that minority stress was positively associated with depressive symptoms while perceived bicultural competence was negatively associated with depressive symptoms. In addition, the interaction of minority stress and perceived bicultural competence were predictors for depressive symptoms. The research also suggests that social groundedness and cultural knowledge may be important coping resources for students. Implications for future research are discussed.

Wei, M., Liu, S., Ko, S. Y., Wang, C., & Du, Y. (2020). Impostor feelings and psychological distress among Asian Americans: Interpersonal shame and self-compassion. *The Counseling Psychologist, 48*(3), 432–458.

This study examined the relationship between impostor feelings and psychological distress as well as the mediating effects of interpersonal shame and moderating effects of self-compassion. Participants included 433 Asian American students recruited from an East Coast public university. Results indicated that impost feelings were positively associated with psychological distress through interpersonal shame. Additionally, self-compassion was shown to buffer against interpersonal shame for Asian Americans experiencing impostor feelings. Authors suggest that clinicians assist Asian American clients by increasing their awareness of impostor feelings by exploring whether or not clients tend to discount the importance of their successes.

Wei, M., Russell, D.W., & Zakalik, R.A. (2005). Adult attachment, social self-efficacy, self-disclosure, loneliness, and subsequent depression for freshmen college students: A longitudinal study. *Journal of Counseling Psychology, 52*(4), 602-614.

This longitudinal study of first year students attending a large, Midwestern university, examined whether social self-efficacy and self-disclosure serve as mediators between attachment and feeling of loneliness and subsequent depression. Results indicated that social self-efficacy mediated the association between attachment anxiety and feelings of loneliness and subsequent depression, whereas self-disclosure mediated the association between attachment avoidance and feelings of loneliness and feelings of depression.

Wei, M., Tsai, P., Chao, R. C., Du, Y., & Lin, S. (2012). Advisory working alliance, perceived English proficiency, and acculturative stress. *Journal of Counseling Psychology, 59* (3), 437-448.

The purpose of this study was to examine the effect that the interaction of general or cross-cultural advisory working alliance and perceived English proficiency will have on the association between acculturative stress and psychological distress. East Asian international students'

general stress, general advisory working alliance, cross-cultural advisory working alliance, perceived English proficiency and psychological distress were measured. Results indicated there was a significant three-way interaction between general advisory working alliance, perceived English proficiency, and acculturative stress on psychological distress. There was also a significant interaction between cross-cultural advisory working alliance, perceived English proficiency, and acculturative stress on psychological distress. Implications are discussed.

Wei, M., Wang, K. T., Heppner, P. P., & Du, Y. (2012). Ethnic and mainstream social connectedness, perceived racial discrimination, and posttraumatic stress symptoms. *Journal of Counseling Psychology, 59* (3), 486-493.

The purpose of this study was to investigate the relationship between racial discrimination and posttraumatic stress symptoms and general stress in Chinese international students. Over 380 international Chinese students from two predominately white universities participated in the study. Results indicated that perceived racial discrimination predicted posttraumatic stress symptoms over perceived general stress. In addition, the study found that high ethnic social connectedness lowered the association between perceived racial discrimination and posttraumatic stress symptoms more than mainstream social connectedness. Implications are discussed.

Wei, M., Yeh, C. J., Chao, R. C., Carrera, S., & Su, J. C. (2013). Family support, self-esteem, and perceived racial discrimination among Asian American male college students. *Journal of Counseling Psychology, 60* (3), 453-461.

This study examined how individuals use of different types of support and whether they had low or high self-esteem influenced their perceived discriminations association with psychological distress for male Asian American college students. The results indicated that the use of family support to cope with discrimination, there was no significant association between perceived discrimination and psychological distress. Conversely, for students with low self-esteem that utilized less family support, there was an increased association between perceived discrimination and psychological distress. Suggestions for future research and implications are discussed.

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

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

emotional distress and interpersonal and academic difficulties among both male and female students. Associations between covert narcissism and emotional distress and interpersonal difficulties remained after controlling for self-esteem.

Weinstein, C.M., Parker, J., & Archer, J., Jr. (2002). College counselor attitudes toward spiritual and religious issues and practices in counseling. *Journal of College Counseling*,5(2), 164-174.

This study was designed to examine the views of college counselors as the related to the beliefs and practices regarding the use of spiritual/religious issues and techniques in counseling. Participants were respondents to a random sample who completed a survey asking questions about this topic. Generally, participants were favorably disposed toward discussing and engaging in a variety of religious and spiritual issues and practices as part of the counseling process. Many voiced ethical concerns about unduly influencing clients' values related to their spirituality during the counseling session. Implications for practice are discussed.

Weinstock, M.C. & Meier, S.T. (2003). A comparison of two item-selection methodologies for measuring change in university counseling center clients. *Measurement and Evaluation in Counseling and Development*, 36, 66-75.

This study compares the ability of 2 item-selection methodologies, principal components analysis and intervention item selection rules, to capture client changes on a 56-item self-report checklist. Scales formed with the intervention-sensitive items evidence larger effect sizes and reliability estimates.

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

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

Wells, M, Trad, A., & Alves, M. (2003). Training beginning supervisors working with new trauma therapists: A relational model of supervision. *Journal of College Student Psychotherapy*, 17(3), 19-37.

The authors propose a relational model of supervision for teaching supervisors how to effectively assist beginning trauma therapists . Included in the article are discussions related to the models' underlying assumptions; and a number of instructive parallel processes, namely: negotiating contracts, working with resistances, developing a model for intervention. The authors also discuss how to manage the stresses inherent in a supervisor trainee relationship, the need for supervisors to practice self-care, and the advantage of integrating the specialized knowledge and

therapeutic rules of thumb that can inform the therapeutic process . Also mentioned are the most common therapeutic mistakes made by those who work with trauma survivors.

Wells, M.C., Hill, M.B., Brack, G., Brack, C.J., & Firestone, E.E. (2006). Codependency's relationship to defining characteristics in college students. *Journal of College Student Psychotherapy*, 20(4), 71-84.

The authors designed this study to test the relationship between codependency and various personality characteristics in college students. A convenience sample consisting of undergraduate students enrolled at a large, southeastern university completed the Codependency Checklist, the Self-Defeating Inventory, the Narcissistic Personality Inventory, the Narcissistic Injury Scale, and the Adapted Bartholomew Romantic Attachment Style Inventory. Results provided preliminary evidence supporting the conceptualization of codependency as a personality organization that exhibits predictable characteristics and inclinations that may complement overt narcissism.

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.

Westburg, N. G., & Boyer, M. MC. (1999). Assessing clients' level of hope: A preliminary study at a college counseling center. *Journal of College Counseling*, 2(1), 25- 32.

Assessment of counseling outcomes is essential in the current higher education environment of accountability and cost-benefit analysis. Hope has been identified as a necessary component of mental health and desirable outcome of the counseling process. The purpose of this preliminary study was to evaluate whether hope improves over the course of the counseling process and to identify future directions for related research. Participants were students at a Midwestern college who presented for counseling and who provided demographic information and who completed the Hope Scale. Individual counseling was associated with increases in clients' level of hope or goal-directedness.

Wester, K. L., Ivers, N., Villalba, J. A., Trepal, H. C., & Henson, R. (2016). The relationship between nonsuicidal self-injury and suicidal ideation. *Journal of Counseling & Development*, 94(1), 3-12. doi: 10.1002/jcad.12057

Researchers used path analysis and bootstrap regression to analyze the relationship between nonsuicidal self-injury (NSSI) and suicidal ideation (SI) among 403 undergraduate students. Specific factors, such as NSSI methods used over the lifetime and in current situations, as well as frequency of behaviors, were examined. Factors such as family connectedness and locus of

control were also controlled for in this study. Results from this study provide counselors with implications for practice, including assessing current NSSI engagement, loci of control, and family connectedness.

Wester, K.L., & Trepal, H.C. (2005). Working with clients who self-injure: Providing alternatives. *Journal of College Counseling*, 8(2), 180-189.

The authors review an overview of self-injurious behavior, reasons for this type of behavior suggested by previous research, and provide alternatives that might be helpful to counselors when working with clients who self-injure.

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

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

Westefeld, J.S., Scheel, K., & Maples, M.R. (1998). Psychometric analyses of the college student reasons for living inventory using a clinical population. *Measurement and Evaluation in Counseling and Development*, 32(2), 86-96.

The assessment of suicidal risk among college students is a crucial task for counseling center professionals. It is also one of their more challenging tasks, given the depression among college students is all too common. One predictive model encompasses the concept of deficient reasons for living as a predictive means for forecasting those most vulnerable to suicide. This study assesses the utility of the College Student Reasons for Living Inventory (CSRLI). The results indicate that together with other assessments, the CSRLI demonstrated the ability to measure levels of perceived current and future suicidal risk.

Wester, K. L. and Trepal, H. C. (2015). Nonsuicidal self-injury: Exploring the connection among race, ethnic identity, and ethnic belonging. *Journal of College Student Development*, 56(2), 127-139. doi:10.1353/csd.2015.0013

Authors sought to understand the relationship between race and ethnic identity and nonsuicidal self-injury (NNSI). Researchers aimed to address the following research questions: (a) Are there

differences across racial groups as it relates to NNSI? (b) Are there differences across racial groups in the methods used in NNSI? (c) When controlling for mental health symptoms (e.g. anxiety and depression), is there a relationship between NNSI and ethnic identity or a perception of belonging to one's ethnic group? Participants from this study were from two different universities; one was a predominately White institution in the Southeast (referred to as University A), and a large Hispanic serving institution (HSI) in the Southwest (referred to as University B). A total of 1,096 students met the established criteria and participated in the study. Results suggested that African American students and Asian American students were less likely than students of other racial or ethnic groups to engage in NNSI behaviors. Another notable result, which was not consistent with previous research, is that ethnic identity may not be explanatory of NNSI, but sense of belonging was not found to be a robust indicator of NNSI. An important factor which was not explored in detail, identified that the majority of the Hispanic students in this study attended an HSI, this may impact the results for Hispanic students and their self-reported sense of belonging as at an HSI, Hispanic students represented the majority of the student population. Implications from this study suggest that there are differences among racial and ethnic groups as it relates to NNSI behaviors, and first responders should be trained to be culturally aware when responding to NNSI behaviors. Further implications suggest that other student affairs professionals should be educated on NNSI behaviors as it is not always related to a suicide attempt, which is a common misconception.

Whisenhunt, J. L., Chang, C. Y., Brack, G. L., Orr, J., Adams, L. G., Paige, M. R., & ... O'Hara, C. (2015). Self-injury and suicide: Practical information for college counselors. *Journal of College Counseling, 18*(3), 275-288. doi:10.1002/jocc.12020

The authors of this article present an overview of suicide and self-injury, discuss possible relation between the two and provide practical implications for the college counselor.

Whitaker, L.C. (2001). Fifteen Years of the *Journal of College Student Psychotherapy* 1986-2001. *Journal of College Student Psychotherapy, 15*(4), 3-6.

The editor provides a synopsis of the first 15 years of the challenges for those in the profession that the journal serves.

Whitaker, L.C. (2007). Chapter 1: Forces pushing prescription psychotropic drugs in college mental health. *Journal of College Student Psychotherapy, 21*(3), 1-25.

In this editorial, the author discusses the influential factors that have resulted in the significant increase in the prescription of psychotropic drugs during the past two decades. Topics discussed include: the surge in prescribed psychotropic drug consumption in the U.S.; the impact of the proliferation of prescription psychotropic drugs and their promotion on future generations of college students; an explanation for the rush to treat people with drugs; and some personal comments by the author related to this issue.

Whitaker, L.C. & Cooper, S.E. (2007). Chapter 11: The big picture and what can be done to improve it. *Journal of College Student Psychotherapy, 21*(3/4), 243-257.

The authors provide an overview of issues suggested by questions related to what they deem current poor practices of pharmacotherapy. They make suggestions for improvement in treatment and call on college mental health services to take the lead for reform and improvement in community mental health.

Whitaker, R.B. (2007). Reality check: Chapter 5: What science has to tell us about psychiatric drugs and their long-term effects? *Journal of College Student Psychotherapy*, 21(3/4), 97–122.

This article attempts to answer the questions: How do psychiatric drugs work? How do these drugs affect patients, in the aggregate, over the long term? The author concludes that if psychiatry practiced evidence-based medicine, it would realize that its current paradigm of drug-based care does more harm than good, and seek alternative forms of therapy.

White, V.E., Trepal-Wollenzier, H., & Nolan, J.M. (2002). College students and self injury: Intervention strategies for counselors. *Journal of College Counseling*, 5(2), 105-113.

This article reviews self-injurious behavior, theories related to causality, role of counseling in the treatment of clients who have engaged in self-injurious behavior, preventative outreach, education and advocacy intervention strategies.

Whiteman, S.D. & Barry, A.E. (2011). A comparative analysis of student service member/veteran and civilian student drinking motives. *Journal of Student Affairs Research and Practice*, 48(3), 297–313.

The present study examined the nature and correlates of the drinking motivations of 252 students who had been or were currently military service members and civilian college students. Participants attended one of 16 Midwestern higher institutions and were demographically disparate. Data was collected via electronic survey. Results revealed no differences between military affiliated and civilian students in mean levels of alcohol motivations. However, the links between alcohol motives and problem drinking differed for these two groups of students. Specifically, coping motivations were linked to problem drinking for military service members/veterans but not civilian students.

Whiteman, S. D., Barry, A. E., Mroczek, D. K., & Wadsworth, S. M. (2013). The development and implications of peer emotional support for student service members/veteran and civilian college students. *Journal of Counseling Psychology*, 60 (2), 265-278

Research suggests that student service members/veterans may be at risk for social isolation due to difficulty connecting with civilian students. The authors examined the peer emotional support of service members/veterans students and civilian students at three different points during a calendar year. The students' perceived emotional support from university friends, mental health alcohol use and academic functioning were measured. Results indicated that service members/veterans reported less emotional support compared to civilian students. Increased

emotional support was linked to better academic and mental health for both groups. Implications for mental health practitioners are discussed.

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

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

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

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

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

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

Whyte, A.K., & Guiffrida, D.A. (2008). Counseling deaf students: The case of Shea. *Journal of College Counseling, 11(2), 184-192.*

Individuals who are Deaf compose a distinct cultural community. The purposes of this article are 1) to inform college counselors about some of the issues confronting Deaf college students; and 2) to provide suggestions regarding appropriate assessment procedures and intervention strategies when assisting students from this cultural minority. A case illustration is presented.

Widseth, J.C. (2002). In the context of differences, sameness. *Journal of College Student Psychotherapy, 17, 4 9-54.*

This paper was presented as part of a panel that explored “Experiences in Working with the ‘Other’: Psychotherapy and Diversity.” It discusses counselor/therapist anxiety when called upon to work with those who appear to be visibly “other”.

Widseth, J. C. (2003). Commentary on Robert May’s “Reflections”. *Journal of College Student Psychotherapy, 17(4), 17-23.*

The author further discusses the Harvard Provost’s Committee’s Report on Student Mental Health Services found at <http://www.provost.harvard.edu/reports/SMHSreport.pdf>; comments on May’s (2003) earlier *Journal of College Student Psychotherapy* essay on the report; and focuses on the potential, if not real, schism that often exists between the medical model for providing counseling services and the developmental model for providing these services. The author advises that communication and collaboration between student health services and counseling services and with the rest of the campus.

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.

Wiitala, W.L., & Dansereau, D.F. (2004). Using popular quotations to enhance therapeutic writing. *Journal of College Counseling, 7(2), 187-191.*

Therapeutic writing is a means to cope with stressful events and involves writing about the thoughts and feelings surrounding the event. The authors describe the advantages and limitations of this counseling technique. They suggest that one way for counselors who wish to engage clients with therapeutic writing is to simultaneously provide them with inspirational sayings or quotations and have the client reflect on the quotations as they write about their own difficulties.

Williams, D.J., Thomas, A., Buboltz, Jr., W.C., & McKinney, M. (2002). Changing the attitudes that predict underage drinking in college students: A program evaluation. *Journal of College Counseling, 5, 39-49.*

The framework for this program evaluation is that successful interventions for students who abuse alcohol would need to identify and target for change the attitudes and behaviors that predict heavy drinking. A convenience sample of college first year students identified several attitudes that seemed to predict binge drinking. A brief, classroom intervention led to self-reported change in attitude for those who attended the intervention. The authors recommend further, longer term studies to validate their findings.

Williams, E.N., & Edwardson, T.L. (2000). Managed care and counseling centers: Training issues for the new millennium. *Journal of College Student Psychotherapy, 14(3), 51-65.*

This article examines how counseling centers have responded to the impact of managed care. It reports the findings of a survey of counseling center directors focused on the impact of managed care on : training, diversification and marketing of services, accountability for service cost-effectiveness, recruitment and performance review. The majority of respondents reported that they had been impacted by managed care and that they search for new professionals who are flexible, motivated, and competent team players with skills in consultation.

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

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

Wilsey, S.A. (2013). Comparisons of adult and traditional college-age student mothers: reasons for college enrollment and views of how enrollment affects children. *Journal of College Student Development, 54 (2), 209-214.*

To compare and contrast 2 groups of student mothers (adult and traditional college-age), the authors administered a 39-item survey to 95 student mothers who were enrolled at a women's liberal arts university. The preponderance of the women were either African American or non-Hispanic Caucasian. The data analysis assessed demographic variables, reasons for college enrollment, and views of how mothers' college enrollment affects children.

Wilson, S. M., Darling, K. E., Fahrenkamp, A. J., D'Auria, A. L., & Sato, A. F. (2015). Predictors of emotional eating during adolescents' transition to college: Does body mass index moderate the association between stress and emotional eating?. *Journal of American College Health, 63*(3), 163-170.

Increase in obesity is most prevalent in the young adult age group. Weight gain is associated with both negative physical and psychosocial consequences. This study examined perceived stress and resources to cope as predictors of emotional eating during transition to college. The study also sought to determine if body mass index (BMI) moderated the emotional eating-stress relationship. 97 college freshman participated in this study. Participants who had fewer resources to cope with stress were more likely to have higher levels of emotional eating. Perceived stress predicts emotional eating for those within average-weight and overweight ranges. This was not true for those in the obese range.

Wilton, L., & Constantine, M.G. (2003). Length of residence, cultural adjustment difficulties, and psychological distress symptoms in Asian and Latin American international college students. *Journal of College Counseling, 6*(2), 177-185.

The authors investigated the effect of length of stay and cultural adjustment on self-reported mental health distress for Asian and Latin American international college students. A convenience sample of Asian and Latin American students who attended a predominantly White, northeastern university provided some demographic information and completed the Cultural Adjustment Difficulties Checklist (CADC), and the General Psychological Distress Checklist (GPDC). Results revealed that Latin American students reported significantly higher level of psychological distress compared to Asian participants. Greater length of stay in the U.S. was associated with lower levels of psychological distress among Asian and Latin American international college students.

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

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

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.

Witmer, S. E., & Roschmann, S. (2020). Exploring measurement comparability of accommodated math tests for students with emotional impairments. *Measurement and Evaluation in Counseling and Development*, 53(4), 249-263.

Test accommodations are intended to remove construct-irrelevant variance for students with disabilities. Construct-irrelevant variance is assumed to exist due between the way in which a test was designed to be administered and the unique characteristics of a student. This study sought to explore measurement comparability of a math test administered to students with emotional impairments and students without disabilities. Participants included fourth and fifth grade students. Results suggested the presence of limited differential item functioning regardless of accommodations, meaning that neither group experienced any clear pattern of advantage for the test.

Wlazelek, B.G. & Coulter, L.P. (1999). The Role of counseling services for students in academic jeopardy: A preliminary study. *Journal of College Counseling*, 2, 33-41.

The authors report the results of their exploration of the efficacy of an academic counseling approach for students in academic jeopardy. The research design involved identifying those students who were in academic jeopardy and enrolled at a medium-sized, rural, Northeastern university. Four hundred and fourteen students were so identified and were directed, by the Provost's Office, to schedule academic counseling through the university counseling center. Results of this preliminary study revealed that students in academic difficulty who participated in academic counseling offered by professional counselors demonstrated significant increases in overall GPA after one semester of intervention.

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

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

Wolgast, B.M., Lambert, M.J., & Puschner, B. (2003). The dose-response relationship at a college counseling center: Implications for setting session limits. *Journal of College Student Psychotherapy*, 15-29.

The outcome of clients at a university counseling center was studied to assess change across time, on a session- by-session basis. The client sample was composed of students who presented at a counseling center located at a highly selective, research university located in the Eastern U.S. Counseling issued varied substantially. Results indicated that 14 sessions of psychotherapy were required for 51% of clients to meet criteria for clinically significant change.

Wolgast, B.M., Rader, J, Roche, D., Thompson, C.P., von Zuben, F.C., & Goldberg, A. (2005). Investigation of clinically significant change by severity level in college counseling center clients. *Journal of College Counseling*, 8(2), 140-152.

This study examined the number of session necessary for college counseling center clients with different levels of severity of distress at intake to achieve clinically significant change. Participants included students who sought services for individual psychotherapy at the university's counseling center during a 2 ½ year period. Clients completed the OQ -45 when they first presented at the center and prior to each session. Results indicated that 14 sessions were required for clinically significant change in 50% of clients who were less distressed and 20 for those who presented with higher levels of dysfunction. The authors provide a discussion of their results.

Wong, Y. J., Brownson, C., & Schwing, A. E. (2011). Risk and protective factors associated with Asian American students' suicidal ideation: A multicampus, national study. *Journal of College Student Development*, 52(4), 396-408.

This study comprised 1377 Asian American students across 66 U.S. campuses. Results indicated the following factors were associated with morbid cognitions: use of psychiatric medication, gender, GPA, undergraduate status, religious affiliation, living with family, living with a partner, and activity in student organizations. Serious consideration of suicide was related to: medication, undergraduate status, living with family, and student organization activity. Further, for those with serious consideration of suicide in the past 12 months, top life events were family, academic, and financial problems.

Wong, Y.J., Koo, K., Tran, K. K., Chiu, Y. C., & Mok, Y. (2011). Asian American college students' suicide ideation: A mixed-method study. *Journal of Counseling Psychology*, 58(2), 197-209.

A mixed-methods methods study was conducted to investigate suicide ideation among Asian American college students. The authors used the interpersonal-psychological theory of suicidal behavior to explore the relationship between perceived burdensomeness, thwarted belongingness, self-construals and suicidal ideation. The results indicated the perceived burdensomeness was the strongest predictor of suicidal ideation. The authors, the explored the topic qualitatively. Two themes consisting of 4 subthemes were identified. The 2 main themes were unfulfilled expectations and unfulfilled interpersonal expectations with the 4 sub themes

being family, relationship, cultural differences, and racism. Implication for suicide related interventions are discussed.

Wong, Y. J., Tsai, P.-C., Liu, T., Zhu, Q., & Wei, M. (2014). Male Asian international students' perceived racial discrimination, masculine identity, and subjective masculinity stress: A moderated mediation model. *Journal of Counseling Psychology, 61*(4), 560-569.

This study examined how male Asian international students' masculine identities interact with their experiences of racial discrimination. Online surveys were administered to 160 Asian male international students. Results indicated that perceived racial discrimination and subjective masculinity stress were both significantly related to psychological distress. Additionally, subjective masculinity stress mediated the relationship between perceived racial discrimination and psychological distress at high levels of masculine identity centrality.

Wong, Y. J., Wang, K. T., & Maffini, C. S. (2014). Asian international students' mental health-related outcomes: A person × context cultural framework. *The Counseling Psychologist, 42*(2), 278–305.

This study examined the relationship between cultural values and mental health-related outcomes in Asian international students. Data was collected in conjunction with another study, and produced 465 participants who engaged in a quasi-experimental research design. Findings demonstrated that Asian international students who strongly adhered to emotional self-control and humility tended to have negative attitudes toward seeking professional psychological help, and that adherence to humility during their interactions with peers was significantly and positively associated with depressive symptoms.

Wood, C. (2005). Supervisory working alliance: A model providing direction for college counseling supervision. *Journal of College Counseling, 8*(2), 127-137.

A model for counselor supervisors to utilize when working with students from counselor education programs, Supervisory Working Alliance, is discussed. A description of the of the model's components, its adaptability and limitations are included in this overview.

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

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

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. doi:10.1353/csd.2018.0040

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.

Wrape, E. R., Jenkins, S. R., Callahan, J. L., & Nowlin, R. B. (2016). Emotional and cognitive coping in relationship dissolution. *Journal of College Counseling*, 19(2), 110-123. doi:10.1002/jocc.12035

This study examined the associations among common coping strategies and distress following relationship dissolution. A convenience sample of 132 college students completed the Emotional Approach Coping scales, the Impact of Event Scale - Avoidance subscale, the Perseverative Thinking Questionnaire, and the Hopkins Symptom Checklist. After controlling for demographics and relationship characteristics, avoidance and repetitive negative thinking are significant contributors to global distress after students' relationship dissolutions.

Wright, S. L., & Perrone, K. M. (2010). An examination of the role of attachment and efficacy in life satisfaction. *The Counseling Psychologist*, 38(6), 796- 823. <http://dx.doi.org/10.1177/0011000009359204>

Researchers tested a conceptual model to investigate if social self-efficacy and career decision making self-efficacy were mediators between participants' attachments and life satisfaction. Results revealed that both social self-efficacy and career decision making self-efficacy were mediators between attachment and life satisfaction. Researchers concluded that adult attachment is an important component for college students' perceptions of efficacy in their social relationships and career decisions which both impact life satisfaction.

Wright, S.L., Perrone-McGovern, K. M., Boo, J. N., & White, A. V. (2014). Influential factors in academic and career self-efficacy: Attachment, supports, and career barriers. *Journal of Counseling & Development*, 92(1), 36-46. <https://doi.org.proxy.lib.odu.edu/10.1002/j.1556-6676.2014.00128.x>

Attachment theory and social cognitive career theory are integrated to provide a framework for this study. Participants for this study were college students ($N = 486$). Confidence in academic related tasks played an important role in college success, as well as career decision-making. Additionally, students who perceived support and secure attachments reported fewer career barriers and higher self-efficacy in both academics and careers.

Wu, E.K. & Mak, W. W. (2012). Acculturation process and distress: Mediating roles of sociocultural adaption and acculturative stress. *The Counseling Psychologist, 40, 66-92.*

The authors conducted a longitudinal study, focusing on the mental health outcomes of acculturation for Chinese students in Hong Kong. The theory of planned behavior (TPB) was also utilized to examine social cognitive factors on acculturation. The students were surveyed in 3 waves and completed a demographics sheet, TPB questionnaire, the Acculturation Index (AI), the Socio-Cultural Adaptation Scale (SCAS), the Acculturative Stress Scale for International Students (ASSIS), the Depression Anxiety Stress Scale (DASS-21), and the Patient Health Questionnaire (PHQ-15). The results indicated that the students surveyed were not examining a high level of psychological distress. No psychological distress was correlated with acculturation, however, psychological distress was associated with sociocultural maladaptation. The authors suggest university counseling centers facilitate better cultural adjustment for students with different cultural backgrounds.

Wuthrich, C. K. (2009). Reflections on personal responsibility: Sorority members at risk for interpersonal violence. *NASPA Journal, 46(2), 228-257.*

This qualitative study utilized Millennial theory as a conceptual framework to conduct a content analysis of 180 reflection papers written by sorority women to evaluate their how they applied harm reduction education and how they engaged in social activities while consuming alcohol. Results suggest very low harm reduction application, harm reduction countered by bystander norms, organizational challenges that contribute to injury, and the heavy emphasis on alcohol as a membership benefit. This research should have implications for counseling center substance use and outreach work.

Xiao, H., Castonguay, L. G., Janis, R. A., Youn, S. J., Hayes, J. A., & Locke, B. D. (2017). Therapist effects on dropout from a college counseling center practice research network. *Journal of Counseling Psychology, 64(4), 424-431.*

This study examined potential predictors of dropout in a college counseling center. Variables found to be predictive of increased likelihood of dropping out included higher levels of general presenting concerns, alcohol-related distress, and financial stress. Findings demonstrate that therapists may play an important role in the likelihood of client dropout, so the authors advocate for more, targeted research to be conducted.

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.

Xu, H., & Adams, P. (2020). Ambiguity aversion in career decision-making: Its longitudinal prediction for college career outcomes. *Journal of Counseling Psychology*, 67(2), 232–240.

This longitudinal study examined how ambiguity aversion predicts subsequent career outcomes through commitment anxiety. Participants included 371 United States college students. Results indicated that students with less ambiguity aversion at the beginning of college tended to experience better career outcomes by the end of college. These findings highlight the importance of managing college student ambiguity for increasing desirable career outcomes.

Yakaboski, T. (2010). Going at it alone: Single-mother undergraduates' experiences. *Journal of Student Affairs Research and Practice*, 47(4), 463–481.

The author used a feminist-informed, epistemological framework to explore the single-parent undergraduate experience and provides suggestions for institutional change. The participants in this study were undergraduates at a Midwestern research institution located in a rural area. Overall, the single-mother undergraduate participants expressed a desire for a stronger sense of support from faculty, staff and peers; more family-friendly events and campus services; more diversity in financial assistance; and more programming and daycare options for children.

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

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

Yakushko, O., Davidson, M.M., & Sanford-Martens, T.C. (2008). Seeking Help in a foreign land: International students' use patterns for a U. S. university counseling center. *Journal of College Counseling, 11*(1), 6-18.

The purpose of this study was to examine the patterns and rates of counseling center use by international students. The use of counseling services at one center during a 5 year period were analyzed for the purpose with a focus on the presenting needs and patterns of use for international students. Results indicated that only a small number of clients during the five years of analysis were international students. Those who did present tended to have fewer than five individual counseling sessions. Many were no-shows. Relationship issues and depression were the most common concerns for which they sought help. Friends, campus physicians, counseling center brochures were the major sources of information leading to a decision to seek counseling.

Yan, K. & Berliner, D.C. (2011). An examination of individual level factors in stress and coping processes: Perspectives of Chinese international students in the United States. *Journal of College Student Development, 52* (5), 523-542.

This qualitative inquiry examines the individual level variables that affect the stress-coping process of Chinese international students and how they conceptualize and adapt to their stress at an American university. Results indicated that demographic variables of individual students such as age, gender, field of study, length of stay, acculturation style, and coping strategies are significantly correlated with stress levels.

Yan, K., & Berliner, D.C. (2013). Chinese international students' personal and sociocultural stressors in the United States. *Journal of College Student Development, 54* (1), 62-84

This qualitative inquiry examined the most stressful aspects of Chinese international students personal and social lives while in the U.S., how they characterize their stress, and what conditions they believe are responsible. Participants were 18 Chinese graduate students who attended a large, public university, in the Southwestern United States with a Chinese international student enrollment of approximately 1,500. Results reveal that the life of Chinese students in the United States is not easy and that these students have to endure multifaceted life stresses.

Yap, S. C. Y., Donnellan, M. B., Schwartz, S. J., Kim, S. Y., Castillo, L. G., Zamboanga, B. L., . . . Vazsonyi, A. T. (2014). Investigating the structure and measurement invariance of the Multigroup Ethnic Identity Measure in a multiethnic sample of college students. *Journal of Counseling Psychology, 61*(3), 437-446.

The authors evaluated the Multigroup Ethnic Identity Measure (MEIM). Using data from 9,625 student participants, the study evaluated the measurement invariance of the MEIM. Results provided evidence for configural and metric invariance of the 12-item version of the MEIM across five different ethnic groups of college students (i.e., White, Black, Hispanic, East Asian, South Asian). However, results found little evidence of overall scalar invariance. These findings suggest that the MEIM can be useful for studying the correlates of ethnic identity in diverse groups, but it may not be suited for making mean-level comparisons across diverse groups.

Yoder, J. D., Snell, A. F., & Tobias, A. (2012). Balancing multicultural competence with social justice: Feminist beliefs and optimal psychological functioning. *The Counseling Psychologist*, 40(8), 1101-1132.

This study utilized a canonical correlation analysis to attempt to identify a multivariate combination of feminist beliefs that might best be associated optimal functioning. Participants were 215 primarily white college women completing online surveys. The authors found that beliefs held by a college woman influences her psychological health. Their findings suggested established feminism was associated with positive well-being, antifeminism was associated negatively associated with well-being, and that nonfeminist but woman-centered traditionalism related to partially compromised well-being.

Yoo, H. C., Burrola, K., & Steger, M. F. (2010). A preliminary report on a new measure: Internalization of the Model Minority Myth Measure (IM-4) and its psychological correlates among Asian American college students. *Journal of Counseling Psychology*, 57 (1), 114-127.

Since the civil rights movement, Asian Americans have been oppressively described as the “model minority” which has had negative implications on Asian Americans. The authors of this article developed a new measure for the Internalization of the Model Minority Myth (IM-4). The authors conducted three studies to provide evidence for validation of the scale. The scale consists of 15 items with two subscales.

Yoo, H. C., & Castro, K. S. (2011). Does nativity status matter in the relationship between perceived racism and academic performance of Asian American college students? *Journal of College Student Development*, 52 (2), 234-245.

These authors investigated the hypothesis that for Asian American college students, perceived racism would negatively correlate with academic performance and that the relationship would be stronger among US-born students than among foreign-born students. In fact, the authors found that nativity status moderated the perceived racism-academic performance connection, but in the opposite direction. They found a trend whereby perceived racism increased academic performance among US-born students but decreased academic performance among foreign-born learner. The findings suggest that immigration factors may have potentially important implications when understanding and addressing the adjustment and wellness needs of Asian American students.

Yoo, S.-K., & Skovholt, T.M. (2001). Cross-cultural examination of depression expression and help-seeking behavior: A comparative study of American and Korean college students. *Journal of College Counseling*, 4(1), 10-19.

This study compares American and Korean students’ expression of depression and help-seeking behaviors. A convenience sample was recruited from classes at a Korean and West Coast U.S., public university. Participants completed the Center for Epidemiological Studies- Depression Scale, and the Attitudes Toward Seeking Professional Psychological Help Scale. Findings

support the premise that Korean students, more than Americans tend to express their psychological distress in terms of somatic distress, which they then seek medical help for. Korean participants expressed depressive affect in a manner similar to American participants. Korean participants also showed ambivalence toward the use of mental health services and the most distressed, who expressed their depression in physical terms, expressed the most reluctance to seeking professional help.

Yoon, E., Hacker, J., Hewitt, A., Abrams, M. & Cleary, S. (2012). Social connectedness, discrimination, and social status as mediators of acculturation/enculturation and well-being. *Journal of Counseling Psychology*, 59 (1), 86-96.

A conceptual model was created to include social connectedness in mainstream society, social connectedness, in the ethnic community, perceived discrimination, and expected social status as mediators for acculturation/enculturation and subjective well-being for Asian American college students. Students were administered the Acculturation Scale, the Social Connectedness in Mainstream Society Scale, the Social Connectedness in the Ethnic Community Scale, the Subtle and Blatant Racism Scale for Asian American College Students, the Differential Status Identity Scale, and the Satisfaction with Life Scale. The results indicated the effect of acculturation and enculturation on well-being were mediated by social connectedness in the ethnic community and expected social status. In addition, social connected in mainstream mediated acculturation on well-being. Perceived discrimination was found to indirectly influence well-being mediated by connectedness to mainstream society. Implications for further research and practice are discussed.

Yorgason, J.B., Linville, D., & Zitzman, B. (2008). Mental health among college students: Do those who need services know about and use them?. *Journal of American College Health*, 57(2), 173-181.

The objective of this study was to examine connections between students' mental health and their knowledge and use of campus mental health services. A random sample of students attending an eastern, land grant university in the eastern U.S. completed an anonymous, on-line survey that asked about their knowledge of campus mental health services, their mental health, and their use of the services. Students who were mentally distressed were more likely to know about and use services. Living off-campus, identifying as male, and having fewer years in college were predictive of higher service usage.

Yoshimura, C. G., & Campbell, K. B. (2016). Interpersonal violence and sexual assault: trauma-informed communication approaches in university counseling centers. *Journal of College Student Psychotherapy*, 30(4), 300-312. doi:10.1080/87568225.2016.1221720

This article reports on a longitudinal study designed to track the counseling services provided for students who had experienced relationship violence, sexual assault and/or stalking. A case study illustrating recommended therapy models is provided.

Yost, M. R., & Smith, L. A. (2012). When does it cross the line? College women's perceptions of the threshold between normal eating and eating disorders. *Journal of College Student Development, 53*(1), 163-168.

This study examined the beliefs of more than 100 women comprising a convenience sample of introductory psychology students concerning eating and eating disorders. Generally, participants identified emerging-level symptoms of eating disorders. Implications for campus practices are discussed.

Youn, S. J., Castonguay, L. G., McAleavey, A. A., Nordberg, S. S., Hayes, J. A., & Locke, B. D. (2020). Sensitivity to change of the counseling center assessment of psychological symptoms-34. *Measurement & Evaluation in Counseling & Development, 53*(2), 75–88.

Measures that assess treatment progress and outcomes in counseling are beneficial for establishing evidenced-based practice. This study aimed to assess the sensitivity to change of subscales for a multidimensional outcome measure, the Counseling Center Assessment of Psychological Symptoms-34 (CCAPS-34) which is used to assess college students' mental health distress. Results indicated that the CCAPS-34 was able to capture treatment changes in depression, generalized anxiety, social anxiety, academic distress, and hostility subscales. Significant changes in eating concerns and alcohol use were not detected suggesting that the CCAPS-34 may not have been able to adequately capture improvement in these areas.

Young, T. L., Turnage-Butterbaugh, I., Degges-White, S., & Mossing, S. (2015). Wellness among undergraduate students on academic probation: Implications for college counselors. *Journal of College Counseling, 18*(3), 222-232. doi:10.1002/jocc.12016

The purpose of this study was to investigate the relationship between the profiles of college students who are struggling academically and their wellness. Participants were undergraduate students enrolled at a public, coeducational research university who had been placed on academic probation and who were required to attend an academic skills course. Results of the probationary group were compared to a group who were not on academic probation. All participants filled out the 5F-Wel (Myers & Sweeney, 2004). Results indicated that individuals on academic probation achieved higher levels of wellness in several areas of wellness than did the norm-group population.

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

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

Zalaquett, C. P., & Sullivan, J. R. (1998). Counseling center help screens: Students' use and evaluation of an internet-based program. *Journal of College Student Development, 39*(5), 494-498.

The purpose of this study student use of a Web-based counseling program developed to provide self-help counseling information to students. Users who responded to an on-line survey (266/ 4,205 hits during a 3 year period) rated their experience highly. The program reported the most frequent topics accessed in the program as: breathing techniques (13.7%); biofeedback (9.8%); study skills (9.3%).

Zamudio, G., Wang, C. D., & Jin, L. (2020). Adult attachment, social self-efficacy, familismo, and psychological wellbeing: A cross-cultural comparison. *The Counseling Psychologist, 48*(7), 922-952.

Researchers sought to expand the knowledge base regarding how different psychosocial and cultural variables impact Latinxs's well-being. Specifically, this study tested the applicability of an attachment-based indirect effect model on Mexican and Mexican American college students. Participants included 360 students recruited from a Mexican university and 235 students recruited from a university in the United States. Results revealed an association between insecure attachment and depressive symptoms and life satisfaction. Social self-efficacy was found to indirectly moderate this association. Additionally, the indirect effects of attachment avoidance varied by country membership. Authors suggest that mental health professionals working with Mexican or Mexican American clients focus on enhancing clients' social self-efficacy when providing short-term services.

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.

Zhang, C-Q., Chung, P-K, Si, G., & Liu, J. D. (2014). Psychometric properties of the acceptance and action questionnaire-ii for Chinese college students and elite Chinese athletes. *Measurement & Evaluation in Counseling & Development, 47*(4), 256-270. doi: 10.1177/0748175614538064

Experiential avoidance (EA) is a phenomenon that refers to the attempts individuals make to avoid or control the thoughts and feelings associated with negative experiences. This study included three samples: two groups of Chinese college students and one group of elite Chinese athletes. Researchers used exploratory and confirmatory analyses to examine the psychometric

properties of the Chinese version of the Acceptance and Action Questionnaire-II (AAQ-II). Results indicate that the AAQ-II is a valid and reliable measure of EA in college students and athletes.

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

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

Zhou, S., Leung, S. A., & Li, X. (2012). The meaning of work among Chinese university students: Findings from prototype research methodology. *Journal of Counseling Psychology*, 59 (3), 408-423.

Prototype methodology was utilized to explore Chinese university students' conceptualization of the meaning of work. Two categories emerged from the themes: "ideal" and "reality". Under the 2 categories were a series of superordinate level and basic level prototypes that reflect the both traditional and western values. Implications for career development and future research are discussed.

Zounlome, N. O. O., Wong, Y. J., Klann, E. M., David, J. L., & Stephens, N. J. (2019). 'No one . . . saves black girls': Black university women's understanding of sexual violence. *The Counseling Psychologist*, 47(6), 873–908.

Researchers sought to address a gap in knowledge regarding how Students of Color conceptualize sexual violence by exploring how Black/African American university woman understand sexual violence and their perceptions of cultural barriers to help-seeking. Themes from a phenomenological analysis included historical legacy of racialized trauma against Black women, stereotypes of hypersexualized Black women, silence and community protection, duality of Black spirituality and/or religiosity, racial injustice and systemic barriers to help-seeking and reporting, stereotypes of strong Black women, and grassroots healing and empowerment of Black communities. Authors suggest that counselors working with Black women utilize feminist and/or multicultural therapeutic orientations to give clients a voice, acknowledge the influence of systemic oppression, and empower clients to take greater control of their reality.

Zuriff, G.E. (2000). The art of referral in a university mental health center. *Journal of College Student Psychotherapy*, 15(1), 43-57.

This article presents a framework for understanding the referral process and for improving the rates of student follow-through. The author describes a referral process that includes the analysis of psychodynamic forces that may be in play during the referral process.



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