COLLEGE COUNSELING & PSYCHOLOGICAL SERVICES KNOWLEDGE BASE:

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COLLEGE COUNSELING LITERATURE

PHASE 1: 1998-2008

College Counseling & Psychological Services Knowledge Base
COLLEGE COUNSELING LITERATURE
PHASE 1: 1998-2008

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College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 1998-2008

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

SUB-THEME 1 (A) SUBSTANCE USE

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., 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.

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.

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.

Doumas, D.M., Turissi, R., Coll, K.M., Haralson, K. (2007). High risk drinking in college 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.

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.

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.

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.

Hensley. (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.

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.

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.

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.

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.

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.

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.

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.

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.

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 binging and 4 to be predictive of the frequency.

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.

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.

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.

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

SUB-THEME 1 (B): EATING DISORDERS

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.

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.

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.

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.

Goldsmith, B. & Widseth, JC. (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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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, and33% were symptomatic. Only two of this group reported that they were currently in counseling and two others reported that they had south 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.

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.

Sanftmer. 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.

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.

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.

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.

THEME 1:
COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS
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SUB-THEME 1 (C): DATING & RELATIONSHIP VIOLENCE

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.

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.

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.

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 -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.

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?

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.

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.

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.

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.

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.

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.

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.

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.

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.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 1998-2008

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

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

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.

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.

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.

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.

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 students' 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.

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.

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.

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.

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.

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.

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 fist-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.

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.

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.

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.

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

SUB-THEME 1 (E)   DEPRESSION & SUICIDE

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.

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.

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.

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.

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.

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.

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.

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.

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.

College Counseling & Psychological Services Knowledge Base
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THEME 1:
COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS
& PRESENTING CONCERNS

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

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.

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.

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.

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.

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-ACOAs.

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.

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

SUB-THEME 1 (G): Maladaptive Perfectionism

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.

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.

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.

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 20 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.

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.

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.

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.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 1998-2008

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

SUB-THEME 1 (H) LEARNING DISABILITIES & ADHD

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.

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.

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.

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.

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.

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.

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.

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

SUB-THEME 1 (I): NON-SUICIDAL SELF-HARM

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.

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.

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.

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

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.

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.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 1998-2008

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

SUB-THEME 1 (J): OTHER MENTAL DISORDERS

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.

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.

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.

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.

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.

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.

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.

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

SUB-THEME 1 (K): WELLNESS & PSYCHOLOGICAL ADJUSTMENT

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.

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.

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.

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 .

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.

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

**SUB-THEME 1 (L): RELATIONAL AND INTERPERSONAL DISTRESS
(NON-VIOLENT)**

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.

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.

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 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.

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.

THEME 2:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 2(A): GENDER & ETHNICITY

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.

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.

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-Construal Scale, the Interpersonal Relational Harmony Inventory, the Family Conflicts Scale, and the Satisfaction With Life Scale. Findings revealed that relational-interdependent self-construal 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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

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.

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.

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.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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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".

THEME 2:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 2(B): INTERNATIONAL STUDENTS

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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 Amerian 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.

THEME 2:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 2(C): GRADUATE STUDENTS

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.

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.

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.

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 experiences 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.

THEME 2:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 2(D): GLBTQ STUDENTS

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.

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 that do 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.

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.

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.

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.

THEME 2:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 2(E): NON-TRADITIONALLY AGED STUDENTS

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.

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.

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.

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.

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.

THEME 2:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 2(F): STUDENT ATHLETES

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.

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.

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.

THEME 3:
COUNSELING INTERVENTIONS & OUTCOMES

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

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.

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.

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.

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.

Daughhetee, 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.

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.

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.

Goldfard, 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.

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.

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.

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.

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 exited 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.

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.

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.

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.

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.

Ramsay, J.R., & Rostain, A.L. (2006). Cognitive behavior therapy for college students with Attention-Deficit/Hyperactivity Disorder. *Journal of College Student Psychotherap21*(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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

THEME 3:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(B): BRIEF THERAPY

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.

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.

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.

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.

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.

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.

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.

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, guild, feelings of worthlessness and attendant body image problems. The article traces the course of treatment.

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.

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.

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.

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.

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.

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.

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 McConnaughy 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.

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.

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.

THEME 3:
COUNSELING INTERVENTIONS & OUTCOMES

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

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.

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.

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

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.

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.

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

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

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, 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.

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.

THEME 3:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(D):
EVIDENCE-BASED PSYCHOTHERAPY/
MEASURING COUNSELING OUTCOMES

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.

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. (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., 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.

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.

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 A bout 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.

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.

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.

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.

THEME 3:
COUNSELING INTERVENTIONS & OUTCOMES

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

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.

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.

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.

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.

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.

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.

THEME 3:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(F):
OVERLAPPING COUNSELING & MEDICATION TREATMENT

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.

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. & 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.

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.

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.

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.

THEME 3:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(G): EMDR & TRAUMA-CUEING

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.

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.

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.

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.

THEME 3:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(H): PSYCHOMETRIC INTAKE TOOLS

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.

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.

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.

THEME 4:
PROFESSIONAL ISSUES & TRENDS

SUB-THEME 4(A): ADMINISTRATION, POLICY, & STRATEGIC PLANNING

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.

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.

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.

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.

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?

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.

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.

Marini, M, Piovan, C., Gambaro, F., Grana, F, Grana, S., Frasson, A., Fusco, E., Romano, E., Semenzin, M., & Pavan, L.N. Padua (2004). University psychiatric student counseling service. *Journal of College Student Psychotherapy, 18*(3), 31-46.

There is a growing interest in the emotional and psychological problems experienced by students attending Italian universities. This article describes the establishment of a counseling service for students at Padua University.

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.

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.

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.

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 serviced 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.

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.

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.pd;* 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.

THEME 4:
PROFESSIONAL ISSUES & TRENDS

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

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.

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.

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.

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

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.

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.

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.

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.

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.

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.

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.

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.

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.

THEME 4:
PROFESSIONAL ISSUES & TRENDS

SUB-THEME 4(C) TRAINING & SUPERVISION

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. (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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

THEME 4:
PROFESSIONAL ISSUES & TRENDS

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

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.

Bundy, A.P. & Benshoff, 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.

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

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 Hatchet (2004) "Reducing premature termination…" responds to the criticism raised by Webb & Widesetth (2005) in their commentary on his original article and provides support for his original assertions.

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.

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.

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.

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.

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.

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.

THEME 4:
PROFESSIONAL ISSUES & TRENDS

SUB-THEME 4(E): EMERGENCY, CRISIS, & TRAUMA RESPONSES

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.

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.

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.

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.

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.

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.

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 boy, protocols for assessing and transporting students to local hospitals, and aftercare are covered.

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.

THEME 4:
PROFESSIONAL ISSUES & TRENDS

SUB-THEME 4(F): MANAGED CARE, SESSION LIMITS,
& OFF-CAMPUS REFERRALS

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.

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).

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.

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.

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 camps practitioners are discussed.

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.

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.

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.

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.

THEME 4:
PROFESSIONAL ISSUES & TRENDS

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

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., & 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 journals 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.

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.

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.

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.

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 Counselin*g 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'seditors, and the format and style that the articles should follow.

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 Counselimg, 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.

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 cousnelors' 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

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 the challenges for those in the profession that the journal serves.

THEME 4:
PROFESSIONAL ISSUES & TRENDS

SUB-THEME 4(H): PSYCHIATRIC MEDICATION

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.

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.

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.

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.

THEME 4:
PROFESSIONAL ISSUES & TRENDS

SUB-THEME 4(I): PROFESSIONAL STAFF

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.

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.

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.

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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.

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