COLLEGE COUNSELING & PSYCHOLOGICAL SERVICES

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COLLEGE COUNSELING LITERATURE

PHASE 4: 2018-2020
## College Counseling & Psychological Services Knowledge Base

**COLLEGE COUNSELING LITERATURE**

**PHASE 4: 2018-2020**

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


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


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

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


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


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


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


This article explores the ways that resilience relates to managing stress levels. It is proposed that resilience is about the ability to think perpendicularly, defined as the developmental capacity to take perspective and alter one’s coordinates to think about and feel things in a new and different light. This achievement is located in a developmental model originating with Object Relations, related to achieving the “depressive position” and recognizing the gray areas in life. Plato’s allegory of the Cave is used by the authors to underscore their thinking.
THEME 1:
COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS
& PRESENTING CONCERNS

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


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


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


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

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


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


The relationship between self-compassion and trait resilience was examined in this study. A sample of 296 undergraduate students was used to test the moderating roles of these variables in the relationship between trauma exposure and general psychological distress. Participants who were exposed to trauma reported significantly higher levels of psychological distress as compared with participants who were not ($M=14.33$), $t(293) = -5.106$, $p < .01$. Significant gender differences were found. Results indicated a significant relationship between self-compassion and trait resilience. Trait resilience was found to be an insignificant moderator in this relationship, however self-compassion emerged as significant.


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


This article explores relationships between meaning making (meaning presence and meaning search) and loneliness in college students who have experienced trauma. Group differences in
meaning variables and loneliness are examined, comparing 621 college students who have and have not experienced trauma. Results indicate loneliness and meaning search are more present in college students who have experienced trauma. Meaning presence and meaning search were both found to predict experiences of loneliness.

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


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

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


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


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


This article explores the needs of students enrolled in a 2-year college studying at a distance who are diagnosed with psychological disorders. The authors constructed a six-feature descriptive model that included three areas of need (Hurdle of Self-Disclosure, Hurdle of Personal
Connection, and Hurdle of Time Management) and three parallel roles for counselors (Psycho-emotional Support, Relationship Support, and Learning Support). The relationship between the descriptive model used in this study and the Universal Design for Learning (UDL) framework is discussed, as well as implications for the roles of college psychotherapists at 2-year colleges.

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


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


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


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


It is difficult to prioritize recovery and educational goals of college students in recovery from substance use disorders due to the limited amount of research on this population. A national sample of 80 students involved in collegiate recovery programs (support programs for students in recovery from substance use disorders) was used to examine the relationships between self-stigma, quality of life, psychological health, and vocational expectations. A regression model revealed that these factors explained 34% of self-stigmatizing views.
THEME 1:
COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS
& PRESENTING CONCERNS

SUB-THEME 1(E): NON-SUICIDAL SELF-INJURY


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


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


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

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


High levels of stress experienced by college students put them at more risk for non-suicidal self-injury (NSSI). It is therefore important to understand which vulnerabilities put students most at risk to inform treatment in college counseling centers. The current study examines the impact of specific affective (shame-proneness), behavioral (negative urgency), and cognitive (brooding) vulnerabilities to lifetime history and frequency of NSSI among a sample of 116 undergraduate college students. Results indicated shame-proneness was associated with NSSI frequency beyond negative emotions, which was found to be exacerbated by negative urgency and brooding.
THEME 1:  
COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS & PRESENTING CONCERNS

SUB-THEME 1(F): DEPRESSION & SUICIDE


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


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


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

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

SUB-THEME 1(G): SEXUAL ASSAULT


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


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


This secondary data analysis of 72,067 U.S. college students explores and aims to increase awareness of other types of relationship violence that may be more common than sexual assault and related policies commonly studied amongst this population. Results indicate relationship difficulties, stalking, emotional abuse, and physical abuse are more common amongst college students than sexual assault, thus indicating a need for increased awareness of these issues.
THEME 1:  
COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS & PRESENTING CONCERNS

SUB-THEME 1(H): SPIRITUAL & RELIGIOUS ISSUES & DYNAMICS


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


The authors conducted a cluster analysis of an issued national survey of 216 college counselors’ perceptions of integrating religious and spiritual issues in multicultural counseling and counselor education. Four patterns of commitments to multiculturalism and religiosity were discovered. Respondents indicated consideration of religious and spiritual issues favorably within the multicultural counseling framework, despite their commitments to those topics.
THEME 1:
COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS
& PRESENTING CONCERNS

SUB-THEME 1(I): FAMILY OF ORIGIN ISSUES & INFLUENCES


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


There are many factors which contribute to why students struggling with mental health concerns do not seek treatment when needed. Specifically, stigma toward psychological treatment has been found to influence college students’ intent to seek treatment. This study was conducted with the intention to distinguish factors that predict treatment stigma in college students. Through examination of other forms of student-held stigma, parent-held stigma, and mental health literacy, results indicated that student-held personal, perceived, and self-stigma predicted student attitudes toward treatment. Parent-held personal stigma was found to predict self-stigma in students. Having received previous education regarding psychological disorders, individuals indicated lower levels of personal stigma and higher levels of self-stigma.
THEME 1:
COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS
& PRESENTING CONCERNS

SUB-THEME 1(J): GRIEF & BEREAVEMENT

It’s a process. Journal of College Counseling, 23(3), 247-261.

The current study’s methodology of grounded theory was used to explore age-salient tasks parentally bereaved emerging adults use to define resilience, which can be used to increase understanding of college students who successfully navigate adulthood after losing a parent. Four tasks emerged from interviews with participants (N=10) including returning to one’s old self, feeling connected to and/or engaged in life, having comparatively less difficulty tolerating reminders of their deceased parent, and staying in school. These tasks are discussed in the context of popular grief discourse. Authors propose a conceptualization of resilience as a process.
THEME 2: COUNSELING INTERVENTIONS & OUTCOMES

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


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


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


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


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


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


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

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


This study examined the effectiveness of a suicide prevention program on a college campus. Twenty-five suicide prevention workshops were conducted and led by peer educators/trainers with 479 attendees. Significant improvements in participants’ knowledge of suicide and resources were revealed by preworkshop and postworkshop assessments. Discussion includes recommendations for campus-wide suicide prevention efforts, recruitment strategies, and utilization of outreach programming in suicide prevention.
THEME 2:  
COUNSELING INTERVENTIONS & OUTCOMES

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


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


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


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

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


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


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

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


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


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


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

The current study utilized path analysis to investigate longitudinal therapy outcomes among college students (*N* = 423). Results suggest that having a strong therapeutic bond was related to a decrease in symptoms of depression, social anxiety, and academic distress. Discussion includes suggestions for continued attention to developing rapport within the working therapeutic relationship.
THEME 2:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3D: PSYCHOMETRIC INTAKE TOOLS


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


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


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


The authors of this study utilized a comparative analysis of 260 college students’ responses on a dichotomous screening measure and two behavior checklists. Seventy-nine participants (30.4%) screened positive, indicating an endorsement of nonsuicidal self-injury behavior on at least one measure and 37 participants (46.8%) screened positive on the simple screen. Those who screened positive on the simple screen, reported more instances of nonsuicidal self-injury than those who
screened positive only on the checklist measures. These participants also reported significantly higher rates of psychological distress when compared with all other participant groups.
THEME 2: COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(E): MINDFULNESS INTERVENTIONS


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


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


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


There is an increase of college students seeking mental health services at college counseling centers. This increase in need of services requires college counseling centers to investigate innovative strategies to provide effective treatment. This article focuses on the implementation of group intervention strategies’ ability to serve more students with fewer clinical staff. The current study evaluates a three-session mindfulness-based intervention on students’ mindfulness,
symptoms, and stress. 78 students who received the intervention reported an increase in mindfulness, and decreased symptoms of depression, anxiety, and stress at the end of the group as compared to 109 students not receiving the intervention.

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


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


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


This pilot study investigates two online writing interventions for 39 distressed undergraduate students a year after a mass murder at their university. Students completed online narrative
writing tasks across four days to assess for coping self-efficacy and posttraumatic growth. Significant increase in coping self-efficacy was found from baseline to postintervention.

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


This study examined the effectiveness of a 4-week skill-based group therapy, focused on building resilience and informed by Dialectical Behavior Therapy (DBT). The group emphasizes mindfulness as a coping skill for stress, cognitive rigidity, emotional dysregulation, and interpersonal difficulties, targeting general clients at college counseling centers. Clinically significant improvement in psychological resilience and general mental health were found at the conclusion of group therapy.
THEME 2:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 2(H): EMOTIONAL SUPPORT ANIMALS


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

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

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

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


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


The current study examines whether college students’ attitudes toward a hypothetical peer with mental illness are affected by the peer having been described within a presented case vignette as benefitting from medication. Existing biological explanations of mental illness include the promotion of the effectiveness of medication, thus leading to greater attributions of responsibility and potentially greater stigmatizing emotional and behavioral reactions. Results from a stigma questionnaire completed by 496 undergraduate students attending a Midwestern university
enrolled in a general psychology course suggest that attributions of responsibility were positively associated with negative emotional reactions and with stigmatizing behavioral dispositions. Respondents indicated stigmatizing attitudes dependent upon the mental illness presented in the vignette.


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


This study utilizes an online survey administered to 389 college students to examine intentions and use of online mental health resources as compared to other support options. Results indicated the highest use and intentions of informal support, such as parents and friends for mental health issues and the lowest for online self-help, however a subset of students showed a preference for online self-help over other forms of support. Participants were found to be more likely to request online self-help resources (21%) than in-person therapy resources (9%) when given the option. Potential barriers are highlighted for the use of mobile applications, such as stigma, privacy, and credibility.
THEME 3: PROFESSIONAL ISSUES & TRENDS

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


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


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


The current editorial is written by the first female-identified editor for the Journal of College Student Psychotherapy (JCSP), Danielle Oakley. It discusses the continual growth of this journal and the impact it has had on college and university students’ wellbeing, as well as the wellbeing of those who attend to the mental health needs of students.
**THEME 3: PROFESSIONAL ISSUES & TRENDS**

**SUB-THEME 3(C): TRAINING & SUPERVISION**


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


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


The current study examines whether high counseling self-efficacy was linked with less physiological stress for student helpers confronted with challenging helping situations. 225 students completed a counseling self-efficacy measure before providing supportive help, during which participants’ blood pressure and heart rate were elevated. Diastolic blood pressure decreased for participants with high self-efficacy between the time participants learned about their upcoming roles as student helpers and began experiencing session-management problems, however not for those with low self-efficacy. Results suggest that capable student helpers may be identified and developed through the utilization of counseling self-efficacy measures from mental health agencies.
THEME 3: PROFESSIONAL ISSUES & TRENDS

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


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


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


This article focuses on the surging demand of college counseling center services unmatched by an equivalent growth in resources. Discussion includes the possible solution of adopting a service paradigm founded on ultra-brief therapies, episodic treatments, and the walk-in model of mental health delivery.
Theme 3: Professional Issues & Trends

Sub-theme 3(E): Service Delivery & Record Keeping Practices


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


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


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

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


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


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

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


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

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


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

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


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

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

The current article explores the experiences and training of counseling center clinicians in higher education in conducting risk assessments of dangerousness-to-others as part of collecting information for threat assessment and management regarding a person of concern. Survey data results indicated clinicians had significantly less training in assessing dangerousness-to-others as compared to assessing dangerousness-to-self. Discussion proposes the question of whether counseling center mental health clinicians are appropriate conductors of these assessments.
THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 4(A): GENDER & ETHNICITY


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


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


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


Possible negative and positive predictors of Latinx college students engaging in mental health services. Surveys were completed by 145 Latinx students aimed at assessing the rankings of perceived barriers to engaging in mental health treatment. A model was created to examine these barriers and facilitators of mental health service utilization, such as trauma and depressive symptoms, as predictors of having sought mental health services. Results indicated that cultural
beliefs regarding mental health was the most significant perceived barrier to engagement in services, however perceived barriers did not predict actual history of engagement in therapy. Experience of a traumatic event was found to be a significant predictor of actual history of engagement in mental health services.


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


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


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


The authors of this article respond to the increasing rate of students from diverse cultural backgrounds by presenting culturally responsive suggestions in facilitating conceptualization and counseling with biracial and bicultural college students. Suggestions regarding the integration of cognitions, behaviors, emotions, and relationships associated with culture and cultural identity of both culture of origin and mainstream U.S. culture is also included.
THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 4(B): INTERNATIONAL CAMPUSES


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


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


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

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


This phenomenological study aimed to explore the experiences of international students utilizing religion/spirituality to cope with acculturative stress. Participants included 12 students from diverse religious/spiritual traditions. Interview data suggested that religion/spirituality constitutes a central role in increasing psychological, cognitive, and social functioning of students. It was also found to impact academic performance. Discussion includes implications for student affairs personnel, counselors, counselor educators, and supervisors.
THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 4(C): GRADUATE STUDENTS


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


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


The current study utilized thematic analysis to examine depression, help-seeking, and academic struggles among graduate students (N=21) who self-reported currently or previously experiencing depression. Focus groups discussing mental health, help-seeking, and campus mental health culture were conducted. Results indicated that some participants reported feeling comfortable discussing depression with friends, however participants noted minimal institutional openness about mental health, being expected to be mentally and physically exhausted, and fear of stigmatization.
THEME 4:
SPECIALIZED CAMPUS POPULATIONS

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


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


Limited literature exists regarding the challenges and practices related to the development and sustenance of embedded university counseling services. The aim of this article is to discuss the application of embedded models to address the mental health needs of veterinary medicine college students. Discussion includes consideration of implications for establishing embedded counseling services for other student populations.
THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 4(E): STUDENT ATHLETES


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


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

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


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

This study analyzed relationship functioning of college student veterans and nonveterans. The aim was to examine how veteran status and attachment style directly and indirectly predict relationship functioning. It was found that student veterans were more often dismissing in their attachment style, however less often preoccupied than nonveteran students. Veteran status served as a moderator between attachment style and dyadic consensus and the contributions of attachment and communication processes to relationship adjustment differed between the two groups.
 THEMED 4:
SPECIALIZED CAMPUS POPULATIONS

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


First-generation college students (FGCS) face unique challenges and stressors when compared to non-first-generation students (NFGCS). A combination of factors, including a lack of academic preparation, lack of support from family and friends, and different cultural transitions, may put them at increased risk for mental health problems, lower retention rates, and lower graduation rates. This article assesses the existence of differences in mental health variables, social support, academics, and financial distress between FGCS and NFGCS pursuing counseling services at a university. Results indicated FGCS reported significantly more academic distress, work hours, and financial distress than NFGCS. No significant differences in mental health variables, perceived social and family support, or academic success was found.
THEME 4: SPECIALIZED CAMPUS POPULATIONS

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


Limited research exists on college students with chronic illnesses (i.e., asthma, diabetes, and cancer). The current qualitative study explored the perceptions of college counselors working with first-year students with chronic illnesses. Four themes, including counseling preparation, interactions, counseling interventions, and needs of students emerged.
THEME 4: SPECIALIZED CAMPUS POPULATIONS

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


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