

COLLEGE COUNSELING & PSYCHOLOGICAL SERVICES KNOWLEDGE BASE:

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COLLEGE STUDENT DEVELOPMENT LITERATURE

PHASE 1: 1998-2008



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

THEME 1: SPECIALIZED CAMPUS POPULATIONS

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

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

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

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

Duncan, L.E. & Johnson, D. (2007). Black undergraduate students' attitudes toward counseling and counselor preference. *College Student Journal, 41*(3), 696-719.

The preponderance of literature on the subject indicates that, despite recent increases, Black students are still underutilizing counseling services available on college campuses. This study was conducted to test two hypotheses. 1) that African self-consciousness, socioeconomic status, gender, and cultural mistrust would predict attitudes toward counseling and 2) African self-consciousness, socioeconomic status, gender, prior counseling experience and cultural mistrust are correlated positively with preference for an ethnically similar counselor for personal, vocational/educational, and environmental concerns. Results indicated that in this study that included 315 Black college students who attended 3 Midwestern and one Southern institution. Results indicated that gender, socioeconomic status and cultural mistrust are significant predictors of Black attitudes toward counseling. Specifically, being female, having low levels of cultural mistrust, and low SES is associated with more positive attitudes toward counseling.

Fitch, T.J. & Robinson, C.R. (1998). Counseling and development interventions with college athletes: A proposed model. *Journal of College Student Development, 39* (6), 623-627.

The authors suggest a model for counseling interventions with college athletes that adhere to two propositions: 1) counselors and psychologists who on-campus gain knowledge are already in sports counseling issues, and 2) time needed for implementation be borrowed from organized study time to which team members are obligated.

Kalsner, L. & Pistole, M.C. (2003). College adjustment in a multiethnic sample: Attachment, separation-individuation, and ethnic identity. *Journal of College Student Development, 42(6), 92-109.*

Attachment theory posits that people bond with a primary caregiver who serves the survival function of providing protection and a sense of security through behavioral patterns that keep the person in close proximity to one or a few significant others. The attachment to the primary caregiver forms the foundation for socio-emotional development and personality functioning throughout life. This study explored the relatedness of attachment, separation-individuation, and ethnic identity in students' adjustment to college. Participants were 252 undergraduate students who were enrolled in a 5 year, undergraduate Biomedical Education program at a public university in the Northeast. Results from non-White student participants revealed gender differences in predicting college adjustment. For both males and females, college adjustment is enhanced by greater independence and by openness to other ethnic groups. adjustment to college, using a multiethnic sample.

Love, K.M. (2008). Parental attachments and psychological distress among African American college students. *Journal of College Student Development, 49(1), 31-40.*

Research indicates that ethnic minorities attending a PWI are more likely to experience psychological distress and/or academic difficulties than their Caucasian peers. This study examined parental attachment relationships to determine if they provided a buffer against psychological distress for these students. Results demonstrated that maternal figures who were overprotective and controlling perpetuated psychological distress, whereas paternal figures who were warm and caring served as a buffer against distress.

Lucas, M.S. & Berkel, L.A. (2005). Counseling needs of students who seek help at a university counseling center: A closer look at gender and multicultural Issues. *Journal of College Student Development, 46(3), 251-266.*

This study explored the relationship between psychological distress and vocational issues presented at a university counseling center located at a large, public mid-Atlantic university. African American students, in particular, perceived barriers when pursuing vocational goals, but were reluctant to express concerns to a counselor. Asian Americans were unclear about vocational identity and for White students particularly, vocational and psychological issues were highly correlated. Women who were struggling with academically or vocationally seemed especially susceptible to interpersonal and symptom distress. When interacting with students in any setting, student affairs personnel should be aware of the broad range of concerns students may potentially be challenged with.

Watson, J.C. (2005). College student-expectations of counseling services. *Journal of College Student Development*, 46(4), 442-449.

This article examined Division I college adjustment among student-athletes and non-athletes utilizing a holistic wellness perspective. Non-athletes reported higher levels of wellness than their student-athlete peers. The authors emphasize ways in which wellness factors may influence student-athletes' physical and mental health at various time-points during their college experience, and offer implications for student affairs and student-athletics professionals.

Watson, J.C. (2006). Student-athletes and counseling: Factors influencing the decision to seek counseling services. *College Student Journal*, 40(1), 35-42.

According to some research as many as 10 per cent of the collegiate student athlete population may be dealing with issues significant enough to warrant psychological service. But, this same research reveals that student athletes are disproportionately underrepresented as clients of college counseling centers. The purpose of this study was to further the understanding of this conundrum. Results of a comparative survey of student athletes and non-student athletes suggest that lack of available time is a common reason given by athletes for not seeking needed counseling support. Surprisingly, non-athletes were more concerned than athletes about the perception of others on campus should they decide to seek counseling.

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THEME 2: COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS
AND PRESENTING CONCERNS

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

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

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

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

Hyun, J.K., Quinn, B.C., Madon, T., Lustig, S. (2006). Graduate student mental health: Needs assessment and utilization of counseling services. *Journal of College Student Development*, 47(3), 247-266.

This study examined the mental health needs, knowledge, and utilization of counseling services among graduate students at a large university in the western U.S. Half of the graduate students in the sample reported having had an emotional or stress-related problem during the preceding year. Mental health needs as reported by the respondents, was significantly and negatively related to confidence in financial status.

Nafziger, M.A., Couillard, G.C., Smith, T.B., & Wiswell, D.K. (1998). Normative data on the college adjustment scales from a university counseling center. *Journal of College Student Development*, 39(3), 283-290.

Despite the growing need to demonstrate the efficacy and value of their services, many counseling centers have been slow to use reliable and valid instruments to assess concerns and measure therapy outcomes. The College Adjustment Scales (CAS) may be useful to accomplish this goal. This study compared data from a university counseling center sample with data of a

non-counseling center student sample. Normative data from this limited study indicated that clients of the counseling center differed significantly from two non-client comparison groups, especially in reported problems with anxiety, depression and self-esteem.

Soet, J. & Sevia, T. (2006). Mental health Issues facing a diverse sample of college students: Results from the college student mental health survey. *NASPA Journal*, 43(3), 410-431.

This exploratory study describes the current and mental health histories of a large sample of college students who attended a large Midwestern, public university. Almost 30% reported that they had been in counseling at some time during their life. Graduate and professional students were almost twice as likely as undergraduates to report problems with depression.

Stewart, D.W. & Cairns, S.L. (2002). Objective versus subjective evaluation of student distress at intake: Considerations for counseling centers. *Journal of College Student Development*, 43(3), 386-394.

One psychometric instrument that may hold promise as a means of enhancing clinical decision-making is the College Maladjustment (Mt) supplementary scale. The instrument was developed to quickly assess whether a student's experience of acute distress is a reaction to developmental transitions or a reflection of more serious psychological problems. The authors examined the relationship between Mt scale scores and client and counselor perceptions of student distress and functioning level. Results indicated that Mt scores were highly consistent with subjective ratings.

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THEME 3: PROFESSIONAL ISSUES & TRENDS

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

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

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

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

Hayes, B.G., Freeman, M.S., Vogel, J.E., Clonch, M., Clarke, N., Duffey, T. (2008). Destigmatizing college counseling for first-year students: A psychodrama approach. *Journal of College Student Development, 49(3)*, 250-254.

This relatively brief article describes a model using psychodrama to (1) increase awareness of the role of college counseling; (2) differentiate high school guidance counseling from mental health counseling; (3) desensitize student to the process of counseling from intake through the first session; (4) identify and refer students through early intervention; (5) acquaint students with the counseling staff. The majority of those who attended and evaluated the program reported that they found it helpful.

Miller, M.J., Kelly, W.E., Tobacyk, J.J., Thomas, A., & Cowger, E.L. (2001). A review of client compliancy with suggestions for counselors. *College Student Journal, 35(4)*, 504-513.

This article provides a theoretical perspective, and a brief review of the literature on compliance. The authors define compliance operationally as that behavior which occurs when a client fully participates in the outside-of-therapy assignments. Suggestions for counselors are offered on how to better increase client compliancy.

Turner, A.L. & Berry, T.R. (2000). Counseling center contributions to student retention and graduation: A longitudinal assessment. *Journal of College Student Development*, 41(6), 627-636.

This study's goal was to assess the long-term contribution of counseling services at a public, Western, flagship university of moderate size, toward overall student retention and graduation goal was to assess the long-term contribution of counseling services at a public, during a 6 year period. The results indicated that the retention rates for students who sought counseling were superior to rates for the general student population.

Zalaquett, C. P., & Sullivan, J. R. (1998). Counseling center help screens: Students' use and evaluation of an internet-based program. *Journal of College Student Development*, 39(5), 494-498.

The purpose of this study student use of a Web-based counseling program developed to provide self-help counseling information to students. Users who responded to an on-line survey (266/ 4,205 hits during a 3 year period) rated their experience highly. The program reported the most frequent topics accessed in the program as: breathing techniques (13.7%); biofeedback (9.8%); study skills (9.3%) .



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