

**COLLEGE COUNSELING & PSYCHOLOGICAL SERVICES
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COLLEGE COUNSELING LITERATURE

PHASE 3: 2014-2017



College Counseling & Psychological Services Knowledge Base
COLLEGE COUNSELING LITERATURE
PHASE 3: 2014-2017

Contents

Pages

- **Annotated Bibliography: College Counseling Literature, 2014-2017**
 - **Theme 1: College Student Counseling & Mental Health Needs & Presenting Concerns**
 - **Sub-theme 1(A): Wellness, Stress, & Adjustment to College** 5-8
 - **Sub-theme 1(B): Depression & Suicide** 9-11
 - **Sub-theme 1(C): Substance Use** 12-14
 - **Sub-theme 1(D): Various Mental Disorders: ADHD, Autism Spectrum, Eating Disorders, & Obsessive-Compulsive Disorder** 15-16
 - **Sub-theme 1(E): Spiritual & Religious Issues & Dynamics** 17-18
 - **Sub-theme 1(F): Family of Origin Issues & Influences** 19-20
 - **Sub-theme 1(G): Grief & Bereavement** 21
 - **Sub-theme 1(H): Non-Suicidal Self-Injury** 22
 - **Sub-theme 1(I): Past Abuse, Trauma, or Victimization** 23
 - **Sub-theme 1(J): Maladaptive Perfectionism** 24
 - **Sub-theme 1(K): Relationship Distress (Non-Violent)** 25
 - **Theme 2: Counseling Interventions & Outcomes**
 - **Sub-theme 2(A): Individual Counseling & Psychotherapy: Various Innovative Practices & Programs** 26-27
 - **Sub-theme 2(B): Psychometric Intake Tools** 28-29
 - **Sub-theme 2(C): Dialectical Behavior Therapy (DBT)** 30-31
 - **Sub-themes 2(D): Group Counseling & Psychotherapy: Various Innovative Practices & Programs** 32-33
 - **Sub-theme 2(E): Outreach & Prevention: Various Innovative Practices & Programs** 34-35

▪	Sub-theme 2(F): Sexual Assault and Trauma: Various Innovative Practices & Programs	36
▪	Sub-theme 2(G): Substance Use & Recovery: Various Innovative Practices & Programs	37
▪	Sub-theme 2(H): Emotional Support Animals	38
▪	Sub-theme 2(I): Diagnosis	39
▪	Sub-theme 2(J): Mindfulness Interventions	40
○	Theme 3: Professional Issues & Trends	
▪	Sub-theme 3(A): Current College Student Mental Health Pressures: Counseling Center Role, Mission, Services & Identity	41-42
▪	Sub-theme 3(B): Managing Student Demand for Services	43-44
▪	Sub-theme 3(C): Professional Staff	45
▪	Sub-theme 3(D): Social Media: College Counseling Implications	46-47
▪	Sub-theme 3(E): Evidence-Based Outcomes Assessment	48
▪	Sub-theme 3(F): Help-Seeking, Service Utilization & Attrition	49-50
▪	Sub-theme 3(G): Training & Supervision	51
▪	Sub-theme 3(H): Community College Counseling	52
▪	Sub-theme 3(I): Behavioral Disturbances, Threat Assessment & Disability Law	53
▪	Sub-theme 3(J): College Student Pathology Trends Over Time	54
▪	Sub-theme 3(K): Professional Associations & Knowledge-Base	55
○	Theme 4: Specialized Campus Populations	
▪	Sub-theme 4(A): Gender & Ethnicity	56-60
▪	Sub-themes 4(B): International Campuses	61
▪	Sub-theme 4(C): Graduate Students	62-63
▪	Sub-themes 4(D): Academic Majors & Disciplines	64
▪	Sub-theme 4(E): First Generation College Students	65
▪	Sub-theme 4(F): GLBTQ Students	66

▪ Sub-theme 4(G): Student Athletes	67
▪ Sub-theme4(H): Greek Life	68
▪ Sub-theme 4(I): Military/Veteran Students	69
• References: College Counseling Literature, 2014-2017	70-90



College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

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

SUB-THEME 1(A): WELLNESS, STRESS, AND
ADJUSTMENT TO COLLEGE

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

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

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

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

Lane, J. A. (2016). Attachment, well-being, and college senior concerns about the transition out of college. *Journal of College Counseling, 19*(3), 231-245. doi:10.1002/jocc.12046

This study examined the roles of attachment, psychological well-being, and life satisfaction in the attitudes of college seniors related to the transition out of college. Participants were drawn from a convenience sample of traditional-age college seniors enrolled at a medium-sized university in a suburban area of the Midwest. They completed the Experiences in Close Relationship Scale–Short Form, the World Health Organization Well-Being Index, the Satisfaction with Life Scale, and the Senior Concerns Survey–Short Form. A path analysis discovered significant mediation effects affecting career concerns and change and loss concerns.

Lenz, S. A. (2014). Mediating Effects of relationships with mentors on college adjustment. *Journal of College Counseling, 17(3), 195-207. doi:10.1002/j.2161-1882.2014.00057.x*

Relational health depicts optimum functioning occurring through meaningful connections with individuals and the cultural context that they live in. This study examined the relationship between student adjustment to college and relational health with peers. A convenience sample of 80 undergraduate freshman students enrolled in an introductory writing composition course at a large 4-year university in the mid-south United States completed the Student Adaptation to College Questionnaire and the Relational Health Indices. Results indicated that the quality of relationship with a mentor was a stronger predictor of academic and overall adjustment to a greater degree when compared with the quality of relationships with peers and the community.

Lenz, A. S., Holman, R. L., Lancaster, C., & Gotay, S. G. (2016). Effects of relational authenticity on adjustment to college. *Journal of College Counseling, 19(1), 2-16. doi:10.1002/jocc.12027*

The authors of this study examined the association between relational health and student adjustment to college. Data were collected from a convenience sample of 138 undergraduate students completing their 1st semester at a large university in the mid-southern United States. Participants completed the Student Adaptation to College Questionnaire (SACQ) and the Relational Health Indices (RHI) Regression analysis indicated that higher levels of relational authenticity were a predictor of success during the 1st semester; no significant findings were detected for relationships between relational empowerment and engagement constructs and adjustment.

Mehr, K. E., & Daltry, R. (2016). Examining mental health differences between transfer and nontransfer university students seeking counseling services. *Journal of College Student Psychotherapy, 30(2), 146-155. doi:10.1080/87568225.2016.1140996*

The authors of this article examined the differences between transfer and non-transfer students regarding mental health factors, social involvement, and academic success. Data for this study was collected from a convenience sample of students attending an intake appointment for counseling services at a counseling center at a public university in the northeastern United States. Analyses showed that transfer students endorsed higher levels of symptoms of depression, and social anxiety, as well as greater academic and family problems, and less social involvement. No significant differences in self-reported GPA between transfer and non-transfer students were observed.

Milsom, A. and Coughlin, J. (2017), Examining person-environment fit and academic major satisfaction. *Journal of College Counseling, 20, 250-262. doi:10.1002/jocc.12073*

The authors of this study examined predictors of college major satisfaction, person-environment fit using Hollands trait-and-factor theory, and GPA. Participants were undergraduates who were enrolled at a large southeastern university who completed the

Academic Major Satisfaction Scale (AMSS), and the Self-Directed Search. Linear regression analyses of collected data suggested that Holland's trait-and-factor theory might be useful for explaining differences in academic performance (i.e., GPA) among college students but not as useful for understanding college major satisfaction. Scores on the AMSS were significant predictors of GPA.

Nordstrom, A. H., Goguen, L. S., & Hiester, M. (2014). The effect of social anxiety and self-esteem on college adjustment, academics, and retention. *Journal of College Counseling, 17*(1), 48-63. doi:10.1002/j.2161-1882.2014.00047.x

The purpose of this study was to examine how social anxiety affects the academic, social, emotional, and institutional adjustment to college in first-semester students and the role of self-esteem in this process. Using a convenience sample of 490 students ages 18 to 56 who were recruited from introductory English and history courses on two small Northeastern universities, the authors conducted surveys during the 2nd and 11th week of their 1st semester of college. Findings included that self-esteem apparently mediated relations between social anxiety and academic, social, and institutional adjustment.

Thomas, J. J., & Borrayo, E. A. (2016). The impact of perceived stress and psychosocial factors on missed class and work in college students. *Journal of College Counseling, 19*(3), 246-260. doi:10.1002/jocc.12047

The purpose of this study was to examine the relationship between perceived stress and psychosocial factors and their effect on reports of missed class and work in a sample of college students. A convenience sample of undergraduate students who were enrolled at a research university in the western region of the United States provided demographic information, the number of instances of missed class because of illness in the past 6 months and the number of instances of missed work because of illness in the past 6 months. They also provided a personal and health history, and current and past medical conditions and current medication use. They then completed the Perceived Stress Scale, the Positive and Negative Affect Schedule, the Brief COPE inventory, and the Social Support Questionnaire–Short Form. Moderation analysis indicated that with higher perceived stress, students were more likely to miss class if they were less satisfied with social support and less likely to miss work if they engaged in avoidant coping strategies.

Trevisan, D. A., Bass, E., Powell, K., & Eckerd, L. M. (2017). Meaning in life in college students: Implications for college counselors. *Journal of College Counseling, 20*(1), 37-51. doi:10.1002/jocc.12057

This study examined the relationship between both presence of and search for meaning by college students and their adjustment to college. A convenience sample of undergraduates who attended a state university in a rural area completed the Meaning in Life Questionnaire and the Student Adaptation to College Questionnaire. Presence of meaning was positively correlated with adjustment, whereas searching for meaning was negatively correlated with adjustment. However, the degree to which students were actively searching for meaning moderated the relationship between the presence of meaning and adjustment

Young, T. L., Turnage-Butterbaugh, I., Degges-White, S., & Mossing, S. (2015). Wellness among undergraduate students on academic probation: Implications for college counselors. *Journal of College Counseling, 18*(3), 222-232. doi:10.1002/jocc.12016

The purpose of this study was to investigate the relationship between the profiles of college students who are struggling academically and their wellness. Participants were undergraduate students enrolled at a public, coeducational research university who had been placed on academic probation and who were required to attend an academic skills course. Results of the probationary group were compared to a group who were not on academic probation. All participants filled out the 5F-Wel (Myers & Sweeney, 2004). Results indicated that individuals on academic probation achieved higher levels of wellness in several areas of wellness than did the norm-group population.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

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

SUB-THEME 1(B): DEPRESSION & SUICIDE

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

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

Effrig, J. C., Maloch, J. K., McAleavey, A., Locke, B. D., & Bieschke, K. J. (2014). Change in depressive symptoms among treatment-seeking college students who are sexual minorities. *Journal of College Counseling, 17*(3), 271-285. doi:10.1002/j.2161-1882.2014.00063.x

The authors of this study explored how levels of distress change during the course of counseling for specific sexual orientation groups and how they may be moderated by environmental factors such as family distress. Data for the study were derived from the Center for Collegiate Mental Health data set, which represents more than 69,000 unique college counseling center clients from 97 college and universities. Results showed that depressive symptoms decreased similarly across sexual orientation groups during the course of treatment and that family support did not moderate the relationship between pre- and posttreatment depressive symptoms but had a direct effect on posttreatment depressive symptoms for students questioning their sexual identity

Lopez, F. G., Thorne, B., Schoenecker, S., Siffert, K., Chaliman, R., & Castleberry, E. (2014). Externally contingent and unstable self-worth as predictors of depression in college women: A 3-Month Study. *Journal of College Counseling, 17*(2), 102-115. doi:10.1002/j.2161-1882.2014.00051.x

A convenience sample of college women who were enrolled at a large public and urban university in the Southwest completed self-report measures of both self-esteem instability and contingent self-worth along with a measure of depression near the beginning and again toward

the end of an academic semester. The purpose of the study was to concurrently examine the contributions that externally contingent forms of self-worth make to depression risk over an academic semester. Findings suggest that one's efforts to regulate self-esteem through the pursuit of externally indexed sources of self-validation (e.g., looking good, outdoing others, obtaining social approval) are associated with a self-structure that is inherently unstable, thus contributing to effective experiences of fluctuating self-esteem.

Meyer, W. J., Morrison, P., Lombardero, A., Swingle, K., & Campbell, D. G. (2016). College students' reasons for depression nondisclosure in primary care. *Journal of College Student Psychotherapy*, 30(3), 197-205. doi:10.1080/87568225.2016.1177435

The authors examined the likelihood of depression disclosure and the reasons for nondisclosure among undergraduate students. Participants were undergraduates enrolled at a large public university in the Rocky Mountain West who completed a brief vignette describing a college student experiencing major depressive symptomatology. They then completed questionnaires that assessed their own stigma regarding depression, the likelihood they would disclose depression if they felt depressed, and the degree to which particular barriers would impede depression disclosure. Thirty-nine percent of the participants either would not disclose depression or were ambivalent about disclosure and demonstrated a higher rate of concern about being prescribed medications. Almost one-third of the participants expressed concern about a referral to a psychotherapist.

Noble, C. L., Ashby, J. S., & Gnilka, P. B. (2014). Multidimensional perfectionism, coping, and depression: Differential prediction of depression symptoms by perfectionism type. *Journal of College Counseling*, 17(1), 80-94. doi:10.1002/j.2161-1882.2014.00049.x

This study examined the relationship between multidimensional perfectionism, coping, and depression in a convenience sample of 405 undergraduate students attending a large urban university in the southeastern United States. Adaptive perfectionists had the lowest levels of depression, non-perfectionists had moderate levels of depression, and maladaptive perfectionists had the highest levels of depression. The three groups also exhibited significantly different patterns of coping.

Pistorello, J., Locey, N. S., Walloch, J. C., & Coyle, T. N. (2017). Treating suicidality in college counseling centers: A response to polychronis. *Journal of College Student Psychotherapy*, 31(1), 30-42. doi:10.1080/87568225.2016.1251829

The authors offer a commentary on the review by Polychronis of *The Suicidal Patient: Clinical and Legal Standards of Care*. The authors agree with Bongar & Sullivan that a defensive treatment strategy, where the focus is protection against potential legal liability as the guiding force, is not helpful to suicidal students

Polychronis, P. D. (2017). Changes across three editions of *The Suicidal Patient: Clinical and Legal Standards of Care: Relevance to counseling centers*. *Journal of College Student Psychotherapy*, 31(1), 12-29. doi:10.1080/87568225.2016.1254002

The authors of this article review the three editions of Bongar and Sullivan's *The Suicidal Patient: Clinical and Legal Standards of Care* (1991; 2002; 2013) in order to discover trends, identify new developments in the field, and recognize previously valued approaches that have fallen into disfavor.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

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

SUB-THEME 1(C): SUBSTANCE USE

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

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

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

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

Giordano, A. L., & Cashwell, C. S. (2014). Exploring the relationship between social interest social bonding, and collegiate substance abuse. *Journal of College Counseling*, 17(3), 222-235. doi:10.1002/j.2161-1882.2014.00059.x

Social interest has been summarized to mean an interest in the welfare of others and a sense of belonging in the human community. Social bonding proposes that individuals engage in delinquent behavior as a result of weak or broken bonds with society. This study explored the relationships between social interest, social bonding, and hazardous drinking and marijuana use among college students. A convenience sample consisting of 300 traditional age, full-time students enrolled at a midsized public university located in the southeastern United States completed the *Sulliman Scale of Social Interest (SSSI)*, the *Social Bonding Questionnaire*, the *Alcohol Use Disorders Identification Test*, and the *Marijuana Use Index*. Findings support the notion that social interest and social bonding are related to hazardous drinking and marijuana use among college students. Specifically, both social interest and social bonding variables differed

between groups of marijuana users as well as students with various substance abuse configurations.

Golubovic, N., & Dew, B. J. (2017). Understanding the growing threat of synthetic cannabinoids and its implications for university-based counselors. *Journal of College Counseling, 20*(1), 52-66. doi:10.1002/jocc.12058

In this article, the unique aspects of synthetic cannabinoids are reviewed, implications for college counseling are explored, and a case example highlighting unique clinical concerns is provided.

Likis-Werle, E., & Borders, L. D. (2017). College women's experiences and perceptions of drinking: A phenomenological exploration. *Journal of College Counseling, 20*(2), 99-112. doi:10.1002/jocc.1206

The purpose of this study was to explore a fuller picture of how college women experience and perceive drinking situations. Participants were nine full-time female undergraduate students attending a midsized public university in the southeastern United States who completed the Alcohol Use Disorders Identification Test. A semi-structured questionnaire was used to collect data from the focus group. Women who identified as high-risk drinkers described drinking as a pleasurable experience and a necessary part of the collegiate social experience but also indicated that their alcohol consumption tended to decrease as they became older and more mature. Low-risk drinkers in the focus group stressed their need to maintain control and that drinking could be fun without the necessity of getting drunk.

Prosek, E. A., Giordano, A. L., Holm, J. M., Bevly, C. M., Sender, K. M., Ramsey, Z. B., & Abernathy, M. R. (2017). Experiencing shame: Collegiate alcohol abuse, religiosity, and spirituality. *Journal of College Counseling, 20*(2), 126-138. doi:10.1002/jocc.12065

This study examined differences in the experiencing of shame between students who drink hazardously and those who do not and the role of religious coping and spirituality in the experience of shame among hazardous drinkers. A convenience sample of undergraduate students completed the *Spirituality Assessment Scale*, the *Brief Religious Coping Scale*, and the *Alcohol Use Disorders Identification Test*. Findings suggest that participants who drank hazardously experienced significantly more shame related to drinking behaviors than those who did not drink hazardously. The shame experienced by the participants did not preclude them from drinking hazardously. Instead, the students drank hazardously while experiencing high levels of shame related to their drinking behaviors. Elements of religiosity and spirituality significantly explained state shame among hazardous drinkers.

Napper, L. E., LaBrie, J. W., & Hummer, J. F. (2015). Anxiety and the use of alcohol-related protective behavioral strategies. *Journal of College Counseling, 18*(1), 21-36. doi:10.1002/j.2161-1882.2015.00066.x

The authors investigated the moderating effects of anxiety on the relationship between 3 different types of protective behavioral strategies and negative consequences among heavy-

drinking students accessing college counseling services. Participants, who were enrolled at a West Coast private university, formed a large convenience sample (N = 97). Data were collected from participants utilizing the Daily Drinking Questionnaire (DDQ; the Alcohol Use Disorders Identification Test (AUDIT; the Brief Young Adult Alcohol Consequences Questionnaire, and the Anxiety subscale of the Depression Anxiety Stress Scales–21. Results revealed a significant interaction between anxiety and strategies while drinking, suggesting that these simple strategies may be particularly beneficial for students who drink heavily and experience high levels of anxiety.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

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

SUB-THEME 1(D): VARIOUS MENTAL DISORDERS: ADHD,
AUTISM SPECTRUM, EATING DISORDERS,
AND OBSESSIVE-COMPULSIVE DISORDER

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

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

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

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

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

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

Johnson, A. (2014). Obsessional Slowness in College Students: Case Studies. *Journal of College Student Psychotherapy*, 28(3), 241-248. doi:10.1080/87568225.2014.915173

A review of selected literature pertaining to obsessional slowness is presented. Three case studies are described to illustrate the symptomology of this disorder.

Prevatt, F., & Young, J. L. (2014). Recognizing and treating Attention-Deficit/Hyperactivity Disorder in college students. *Journal of College Student Psychotherapy*, 28(3), 182-200. doi:10.1080/87568225.2014.914825

This article focuses on the importance for therapists to consider scholastic underachievement as a risk factor for undiagnosed ADHD. Applications of behavioral therapies and coaching are discussed

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

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

SUB-THEME 1(E): SPIRITUAL AND RELIGIOUS
ISSUES AND DYNAMICS

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

The authors of this study examined the relationship between avoidant and anxious attachment to God/Higher Power and bulimia symptoms among 599 female college students. Participants completed the Attachment to God Inventory and the Bulimia Test-Revised. Analysis of data indicated significant links between anxious and avoidant attachments to God/Higher Power and bulimic symptoms. Implications for counseling practice are discussed.

Reymann, L. S., Fialkowski, G. M., & Stewart-Sicking, J. A. (2015). Exploratory study of spirituality and psychosocial growth in college students. *Journal of College Counseling, 18*(2), 103-115. doi:10.1002/jocc.12008

The authors of this study examined how individual differences in levels of spiritual development, as indicated by the Faith Maturity Scale (FMS), year in college, and gender explained college-age students' academic success, psychological distress, problems in living, and purpose in life, above and beyond what individual differences in personality traits might already explain about these outcomes. A convenience sample of undergraduates enrolled at a small, secular, liberal arts university located in the Middle Atlantic region completed the FMS, the American College Health Association–National College Health Assessment, the 20-item short form of the International Personality Item Pool, and the Purpose in Life Test. The findings suggest that a culture that fosters students' spirituality may have positive effects on aspects of well-being.

Kress, V. E., Newgent, R. A., Whitlock, J., & Mease, L. (2015). Spirituality/religiosity, life satisfaction, and life meaning as protective factors for non-suicidal self-injury in college students. *Journal of College Counseling, 18*(2), 160-174. doi:10.1002/jocc.12012

Non-suicidal self-injury (NSSI) is the deliberate act of physically damaging one's own body tissue without suicidal intent, usually by cutting, burning, or hitting oneself. The purpose of this study was to identify factors that may protect or insulate people from engaging in NSSI. A random sample of 36,900 students from eight colleges and universities in the Northeast and Midwest were invited to participate in a web-based survey consisting of the Non-Suicidal Self-Injury Assessment Tool, the Multidimensional Measurement of Religiousness/Spirituality, the Satisfaction with Life Scale, and the Meaning in Life Questionnaire of student well-being. Five

of the eight schools at which students were enrolled were private, one was a mix of public and private, and two were public. Findings suggest that the importance of spirituality/religiosity, life satisfaction, and life meaning are protective factors against self-injury in college students.

Schindler, N., & Hope, K. J. (2016). Commitment and relatedness: How college students use religious coping to manage anxiety. *Journal of College Counseling, 19*(2), 180-192. doi:10.1002/jocc.12040

The purpose of this article is to review the literature related to the ways in which religious coping assists college students in managing their anxiety (i.e., preventing or reducing it). The article briefly examines the phenomenon of negative religious coping, which can markedly increase college students' anxiety.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

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

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

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

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

Hunt, S. J., Krueger, L. E. and Limberg, D. (2017), The relationship between interparental conflict and self-reported grade point average among college students. *Journal of College Counseling*, 20, 237-249. doi:10.1002/jocc.12072

This study examined the relationship between college students' perceived levels of interparental conflict, their living arrangement, and their current self-reported grade point average. A convenience sample of undergraduate students who were enrolled at a rural university in the southeastern United States completed the Child's Perspective of Interparental Conflict Scale (CPIC). Analysis of data revealed that higher self-reported GPA was associated with lower overall CPIC scores (less parental conflict.). Both female participants and those living away from home with higher scores (more reported parental conflict) reported lower GPAs.

van Ingen, D. J., Freiheit, S. R., Steinfeldt, J. A., Moore, L. L., Wimer, D. J., Knutt, A. D., & ... Roberts, A. (2015). Helicopter Parenting: The effect of an overbearing caregiving style on peer attachment and self-efficacy. *Journal of College Counseling*, 18(1), 7-20. doi:10.1002/j.2161-1882.2015.00065.x

In this study, the authors investigated ways in which helicopter parenting may affect college students' peer attachment and self-efficacy and how parental and peer attachment were related to self-efficacy in young adults. A purposeful sample of diverse students enrolled at a Midwestern

public liberal arts university was recruited and completed the Overprotection subscale of the Parental Bonding Instrument, portions of the Inventory of Parent and Peer Attachment and the Self-Efficacy Scale. Perceptions of helicopter parenting were associated with low general self-efficacy and poor peer attachment. Students who perceived their parents as intrusive felt a diminished capacity to perform or accomplish tasks. Helicopter parenting was also associated with mistrust in peers, feeling alienated from peers, and poor peer communication. However, helicopter parenting was not significantly correlated with social self-efficacy.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

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

SUB-THEME 1(G): GRIEF AND BEREAVEMENT

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

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

Walker, A. C., Gewecke, R., Cupit, I. N., & Fox, J. T. (2014). Understanding bereavement in a Christian university: A qualitative exploration. *Journal of College Counseling, 17*(2), 131-149. doi:10.1002/j.2161-1882.2014.00053.x

The purpose of this preliminary, phenomenological research was to better understand the personal experience of bereavement for a convenience sample of students enrolled at a small, Midwestern Christian university. The authors interpreted the results within the context of an ecological systems framework. Results indicate that students are generally successful in adapting to bereavement and prefer an environment open to discussing death and asking difficult religious questions.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

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

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

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

Based on a recruited college student sample of 648 participants, these researchers found that both academic and social self-efficacy were related inversely to NSSI. Academic self-efficacy mediated the relationship between parental emotional abuse and NSSI, whereas social self-efficacy mediated the relationship between peer victimization and NSSI. College counseling clinical implications are discussed.

Whisenhunt, J. L., Chang, C. Y., Brack, G. L., Orr, J., Adams, L. G., Paige, M. R., & ... O'Hara, C. (2015). Self-injury and suicide: Practical information for college counselors. *Journal of College Counseling, 18*(3), 275-288. doi:10.1002/jocc.12020

The authors of this article present an overview of suicide and self-injury, discuss possible relation between the two and provide practical implications for the college counselor.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

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

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

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

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

Goldberg, D. B. (2016). Impact of childhood sexual abuse on college student development: A seven-vectors perspective. *Journal of College Counseling, 19*(2), 168-179. doi:10.1002/jocc.12039

The application of theory in this article expanded on Chickering and Reisser's (1993) 7-vectors framework by considering the effects of childhood sexual abuse (CSA) on the normal experience of student development in higher education. The article includes an overview of the prevalence and effects of CSA and a case study of a college student survivor of CSA.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

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

SUB-THEME 1(J): MALADAPTIVE PERFECTIONISM

Mehr, K. E., & Adams, A. C. (2016). Self-compassion as a mediator of maladaptive perfectionism and depressive symptoms in college students. *Journal of College Student Psychotherapy, 30*(2), 132-145. doi:10.1080/87568225.2016.1140991

This study examined the relationships between maladaptive perfectionism, self-compassion, and depressive symptoms in college students. Participants who were enrolled at two midsize public universities in the Northeastern United States completed the Self-Compassion Scale (SCS), the Almost Perfect Scale-Revised (APS-R), and the Center for Epidemiologic Studies Depression Scale (CES-D). The results are consistent with previous research demonstrating that higher levels of maladaptive perfectionism are related to higher levels of depression and consistent with previous findings on self-compassion, which suggest that it is negatively correlated with depression. The author's hypothesis that self-compassion would mediate the relationship between maladaptive perfectionism and depressive symptoms was supported by the results.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

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

SUB-THEME 1(K): RELATIONSHIP DISTRESS (NON-VIOLENT)

Wrape, E. R., Jenkins, S. R., Callahan, J. L., & Nowlin, R. B. (2016). Emotional and cognitive coping in relationship dissolution. *Journal of College Counseling, 19*(2), 110-123. doi:10.1002/jocc.12035

This study examined the associations among common coping strategies and distress following relationship dissolution. A convenience sample of 132 college students completed the Emotional Approach Coping scales, the Impact of Event Scale - Avoidance subscale, the Perseverative Thinking Questionnaire, and the Hopkins Symptom Checklist. After controlling for demographics and relationship characteristics, avoidance and repetitive negative thinking are significant contributors to global distress after students' relationship dissolutions.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 2:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 2(A): INDIVIDUAL COUNSELING & PSYCHOTHERAPY:
VARIOUS INNOVATIVE PRACTICES & PROGRAMS

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

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

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

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

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

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

Mahon, M., Laux, J. M., Ritchie, M. H., Piazza, N. J., & Tiamiyu, M. F. (2015). Brief therapy at a university counseling center: Working alliance, readiness to change, and symptom severity. *Journal of College Counseling, 18*(3), 233-243. doi:10.1002/jocc.12017

The authors of this study investigated whether student clients who attend short-term individual counseling at a university counseling center show progress as evidenced by perceived client and counselor outcomes. Excepting those presenting with substance abuse or addiction problems, and

those who were actively suicidal or floridly psychotic, all students seeking counseling at a large, public, metropolitan, midwestern university were asked to participate. Those who agreed, completed the center's intake paperwork, a one-page demographic information form, the SOS-10 236 (Blais et al., 1999), the URICA (McConaughy et al., 1983), and the WAI-S (Tracey & Kokotovic, 1989). Results indicated that the counselor reports, not the client reports, reflected the statistically significant change in client symptoms. Changes in symptom severity were not associated with working alliance and readiness to change.

Murrell, A. R., Lester, E. G., & Sandoz, E. K. (2015). Grounding turbulent minds: The challenges of mindfulness-based interventions for college students with ADHD and how to overcome them. *Journal of College Student Psychotherapy*, 29(4), 314-328. doi:10.1080/87568225.2015.1074022

There are many challenges for clinicians when treating students with Attention Deficit Hyperactivity Disorder. This article outlines some of those challenges and highlights ways to overcome them using intervention research, more specifically clinical behavior analysis.

Rhinehart, A., & Gibbons, M. M. (2017). Adlerian therapy with recently romantically separated college-age women. *Journal of College Counseling*, 20(2), 181-192. doi:10.1002/jocc.12069

The authors describe the use of Alfred Adler's theory of individual psychology as a theoretical construct when planning counseling interventions for women who have experienced a recent relationship breakup. A case illustration is provided.

Thomas, B. J., Roehrig, J. P., & Yang, P. H. (2015). Humor and healing in college counseling. *Journal of College Student Psychotherapy*, 29(3), 167-178. doi:10.1080/87568225.2015.1045779

This article promotes the inclusion of humor in the college mental health environment by addressing possible benefits and key concerns. Discussed are the resistance of many clinicians and clients and humor's potential therapeutic benefits in the clinical setting.

Scent, C. L., & Boes, S. R. (2014). Acceptance and commitment training: A brief intervention to reduce procrastination among college students. *Journal of College Student Psychotherapy*, 28(2), 144-156. doi:10.1080/87568225.2014.883887

This article describes a brief Acceptance and Commitment Therapy (ACT) intervention for reducing procrastination. Resources for learning the treatment modality are described.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 2:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 2(B): PSYCHOMETRIC INTAKE TOOLS

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

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

Hatchett, G. T. (2015). Development of the Preferences for College Counseling Inventory. *Journal of College Counseling, 18*(1), 37-48. doi:10.1002/j.2161-1882.2015.00067.x

This study describes the development of the Preferences for College Counseling Inventory (PCCI). A pilot version was developed from a comprehensive review of the literature on counseling preferences, counseling process research, counseling expectations, major theories of counseling and psychotherapy, and college counseling. The pilot was field-tested and is available to provide data about college students' preferences for the logistics of counseling and the demographic/professional background of a potential therapist. The PCCI also provides numerical scores on 3 scales (Therapist Expertise, Therapist Warmth, and Therapist Directiveness) that measure preferences for therapist dispositions and 2 scales (Task-Oriented Activities and Experiential/Insight-Oriented Activities) that measure preferences for counseling activities.

Lockard, A. J., Hayes, J. A., Neff, K., & Locke, B. D. (2014). Self-compassion among college counseling center clients: An examination of clinical norms and group differences. *Journal of College Counseling, 17*(3), 249-259. doi:10.1002/j.2161-1882.2014.00061.x

Many college counseling centers have advocated for a more strengths-based approach in college counseling to complement the traditional focus on diagnosis and psychopathology. The Self-Compassion Scale-Short Form (SCS-SF), which is a well-known and empirically sound measure of self-compassion, could provide clinically useful and relevant information related to a client's resilience. The purpose of this study was to establish reliability and normative values on the SCS-SF for individuals who are receiving mental health services at college counseling centers in hope of increasing the utility of the scale within this setting.

MacFarlane, I. M., Henry, C. L., Nash, T., Kissel, S., & Bush, D. (2015). Clinical utility of the CCAPS, CAS, and OQ-45. *Journal of College Student Psychotherapy, 29*(1), 11-28. doi:10.1080/87568225.2015.973821

The purpose of this study was to evaluate the clinical utility of three clinical assessment measures commonly used in university counseling centers: the Outcome Questionnaire-45 (OQ-45; Lambert et al., 2004), the Counseling Center Assessment of Psychological Symptoms (CCAPS; Locke et al., 2011), and the College Adjustment Scales (CAS; Anton & Reed, 1991). The study took place at a counseling center at a large, public university in the Intermountain West. The measures were given to new clients assigned to individual therapy. A total of 128 students completed at least the first round of data collection (intake), with 45 completing all measures in the second round (Session 4), and 17 completing all measures. Subscales assessing depression and anxiety were highly correlated between measures; however, subscales assessing academic and family difficulties correlated only slightly. Clinicians ranked the OQ-45 significantly lower than the other measures in matching clinicians' diagnostic impressions.

Ritter, K., Handsel, V., & Moore, T. (2016). Stages of Change in Relationship Status Questionnaire: Development and validation. *Journal of College Counseling, 19*(2), 154-167. doi:10.1002/jocc.12038

This study involved the development of the Stages of Change in Relationship Status (SOCRS) measure in 2 samples of college students. This scale is designed to measure how individuals progress through stages of change when terminating violent and nonviolent intimate relationships. Results indicated that the SOCRS is a reliable and valid tool to assess stages of change consistent with the guiding theory.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 2:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(C): DIALECTICAL BEHAVIOR THERAPY (DBT)

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

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

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

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

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

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

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

Panepinto, A. R., Uschold, C. C., Olandese, M., & Linn, B. K. (2015). Beyond borderline personality disorder: Dialectical behavior therapy in a college counseling center. *Journal of College Student Psychotherapy, 29*(3), 211-226. doi:10.1080/87568225.2015.1045782

This study investigated the efficacy of a dialectical behavior therapy (DBT) program with a general college counseling center population. The conclusion of the authors was that DBT was effective at reducing general mental health symptoms as well as the four areas targeted by DBT: confusion about self, impulsivity, distress tolerance, and interpersonal effectiveness. Inclusion in the study did not require a diagnosis of borderline personality disorder.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 2:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(D): GROUP COUNSELING AND PSYCHOTHERAPY:
VARIOUS INNOVATIVE PRACTICES AND PROGRAMS

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

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

Prior, A. (2015). A guide to setting up a college bereavement group: Using monologue, soliloquy, and dialogue. *Journal of College Student Psychotherapy*, 29(2), 111-119. doi:10.1080/87568225.2015.1008366

This article describes a bereavement group process which employs a dynamic approach with structured components. The group is designed to help students work through the grieving process as they simultaneously manage their academic and social lives.

Rowell, P. C., Mobley, A. K., Kemer, G., & Giordano, A. (2014). Examination of a group counseling model of career decision making with college students. *Journal of College Counseling*, 17(2), 163-174. doi:10.1002/j.2161-1882.2014.00055.x

The authors examined the effectiveness of a group career counseling model first proposed by Richard Pyle in college students' career decision-making abilities. They used a Solomon 4-group design and found that undergraduate students from a mid-sized public university in the southeastern United States enrolled in an undergraduate career and life planning course who participated in the career counseling groups had significantly greater increases in career decision-making abilities than those who did not participate in the groups.

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

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

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 2:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(E): OUTREACH AND PREVENTION:
VARIOUS INNOVATIVE PRACTICES AND PROGRAMS

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

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

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

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

Hays, D. G., Michel, R. E., Bayne, H. B., Neuer Colburn, A. A., & Smith Myers, J. (2015). Counseling With HEART: A relationship violence prevention program for college students. *Journal of College Counseling, 18*(1), 49-65. doi:10.1002/j.2161-1882.2015.00068.x

A convenience sample of undergraduate students was recruited with special efforts made to recruit members of Greek social organizations. During the 1st year of data collection, 124 college students participated in a series of group sessions designed to increase knowledge and awareness of relationship violence. Participants in the five-session program reported greater knowledge regarding the characteristics of relationship violence, risk factors, consequences, and

available resources. Participants noted that they appreciated information on the cycle of violence and how to identify negative behaviors within relationships. Many individuals mentioned that the content opened their eyes about the prevalence and consequences of abuse among college-age students. Individuals in harmful relationships realized that they were not alone and could rely on friends for support.

Walther, W. A., Abelson, S., & Malmon, A. (2014). Active minds: Creating peer-to-peer mental health awareness. *Journal of College Student Psychotherapy*, 28(1), 12-22. doi:10.1080/87568225.2014.854673

This article describes the model used by the organization *Active Minds*. The model incorporates a student-led, staff-advised chapter model that seeks to draw on the benefits of peer-to-peer connection. *Active Minds* chapters recognize the expertise of the on-campus and community-based counseling services and promote and encourage these services to the student body.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 2:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 2(F): SEXUAL ASSAULT AND TRAUMA:
VARIOUS INNOVATIVE PRACTICES AND PROGRAMS

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

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

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

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

Yoshimura, C. G., & Campbell, K. B. (2016). Interpersonal violence and sexual assault: trauma-informed communication approaches in university counseling centers. *Journal of College Student Psychotherapy, 30*(4), 300-312. doi:10.1080/87568225.2016.1221720

This article reports on a longitudinal study designed to track the counseling services provided for students who had experienced relationship violence, sexual assault and/or stalking. A case study illustrating recommended therapy models is provided.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 2:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 2(G): SUBSTANCE USE & RECOVERY:
VARIOUS INNOVATIVE PRACTICES AND PROGRAMS

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

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

Doumas, D. M., Nelson, K., DeYoung, A., & Renteria, C. C. (2014). Alcohol-Related Consequences Among First-Year University Students: Effectiveness of a Web-Based Personalized Feedback Program. *Journal of College Counseling, 17*(2), 50-162. doi:10.1002/j.2161-1882.2014.00054.x

This study evaluated the effectiveness of a web-based personalized feedback program using an objective measure of alcohol-related consequences. Participants enrolling at a large metropolitan university in the Northwest. were assigned to either the intervention group or an assessment-only control group during university orientation. Students in the intervention group were directed to take e-CHUG, a brief, web-based program designed to reduce high-risk drinking by providing personalized feedback and normative data regarding drinking and the risks associated with drinking. Sanctions received for campus alcohol policy violations were tracked over the academic year. Results indicated high-risk drinkers in the control group received significantly more sanctions than other students. Results support the effectiveness of web-based interventions.

Greene, C. A. (2017). A culturally sensitive approach to substance use counseling on campus. *Journal of College Counseling, 20*(2), 154-167. doi:10.1002/jocc.12067

This article presents a model for counselors providing substance use counseling to college students with sensitivity to the students' gender, culture, development, and readiness and motivation to change. The model incorporates relational-cultural therapy and motivational interviewing and uses the Transtheoretical Model of behavior change as the organizing paradigm.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 2:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 2(H): EMOTIONAL SUPPORT ANIMALS

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

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

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

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

Kogan, L. R., Schaefer, K., Erdman, P., & Schoenfeld-Tacher, R. (2016). University counseling centers' perceptions and experiences pertaining to emotional support animals. *Journal of College Student Psychotherapy, 30*(4), 268-283. doi:10.1080/87568225.2016.1219612

The authors investigated the experiences of counseling center directors related to emotional support animals (ESA) by conducting a survey using the Association for University and College Counseling Centers (AUCCCD) listserv. Results suggest that most respondents have had few if any requests for letters of support for ESAs. Most reported they currently have no written policies in place. Recommendations for establishing institutional policies are provided.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 2:

COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(I): DIAGNOSIS

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

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

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

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

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 2:
COUNSELING INTERVENTIONS & OUTCOMES

SUB-THEME 3(J): MINDFULNESS INTERVENTIONS

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

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

Price, J. L. (2016). College Students' Therapy Preferences: The role of psychological mindedness. *Journal of College Student Psychotherapy*, 30(3), 206-217. doi:10.1080/87568225.2016.1177436

The focus of this study was the expectations and preferences of psychotherapy approach in a convenience sample of college students who attended a small, liberal arts college. Participants completed: the Comparative Psychotherapy Process Scale (CPPS) and the Balanced Index of Psychological Mindedness (BIPM). Psychodynamic-Interpersonal (PI) techniques were rated as more characteristic of therapy both for therapy naïve participants as well as those with experience in therapy. Participants also identified PI techniques as seemingly more helpful than distinctively Cognitive Behavioral techniques.

College Counseling & Psychological Services Knowledge Base

Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 3: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 3(A):

**CURRENT COLLEGE STUDENT MENTAL HEALTH PRESSURES:
COUNSELING CENTER ROLE, MISSION, SERVICES & IDENTITY**

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

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

Maffini, C. S., & Toth, P. L. (2017). Quality improvement in university counseling centers. *Journal of College Student Psychotherapy*, 31(1), 43-58. doi:10.1080/87568225.2016.1254000

The authors describe Quality Improvement assessments and evaluations applicable to counseling centers. Counseling Center leaders interested in improving quality of care should review this article which focuses on QI implementation and utilization in a counseling center at a large Midwestern university.

Meilman, P. W. (2016). Pressures ee face in running counseling centers on college and university campuses. *Journal of College Student Psychotherapy*, 30(1), 7-11. doi:10.1080/87568225.2016.1105641

The author describes the challenges of counseling center directors including an increasing range of services, representing the center in the public arena while simultaneously maintaining client confidentiality.

Much, K., Wagener, A. M., Breikreutz, H. L., & Hellenbrand, M. (2014). Working with the millennial generation: Challenges facing 21st-century students from the perspective of university staff. *Journal Of College Counseling*, 17(1), 37-47. doi:10.1002/j.2161-

The purpose of this study was to explore the issues that traditional-age undergraduate students of the millennial generation experience during the transition to college. A convenience sample for

this preliminary study consisted of individuals made up of student affairs professionals and academic advisers at a midsized public institution and asked to describe their experiences when working with millennial students. The 15 participants were Caucasian, had between 3 and 32 years of experience in higher education, and all but one held a master's degree (one had a bachelor's degree). Analysis of interviews yielded three distinct themes – exempt from following rules (subthemes – *I am the exception to the rule* and *I follow my own conduct code*; passive approach to problem-solving (subthemes- *tendency to blame others* and *ignore problems and they go away*, and dependence on others for problem-solving (subthemes- *parental involvement* and *expect problems to be solved by others*).

Papalia, D. (2014). The future of college student mental health care: A SWOT analysis. *Journal of College Student Psychotherapy*, 28(2), 89-92.
<http://dx.doi.org/10.1080/87568225.2014.883872>

This author introduces a brief SWOT (strengths, weaknesses, opportunities, and threats) analysis proposed for use in evaluating the future of college student mental health care, and defining the contemporary and future roles of campus mental health providers.

Parcover, J., Mays, S., & McCarthy, A. (2015). Implementing a public health approach to addressing mental health needs in a university setting: Lessons and challenges. *Journal of College Student Psychotherapy*, 29(3), 197-210.
doi:10.1080/87568225.2015.1045781

The authors of this article describe the benefits and challenges of implementing a college counseling public health model for a campus. Included is a case example, the means for institutional leaders to learn from their experiences.

Rosenbaum, P. J., & Liebert, H. (2015). Reframing the conversation on college student mental health. *Journal of College Student Psychotherapy*, 29(3), 179-196.
doi:10.1080/87568225.2015.1045780

The authors explore the meaning of the term “mental health”. They argue that the complex environment in which increasingly diverse college students exist requires that clinicians consider these complexities before reducing presenting issues as symptoms that should be relieved so that the client can return to “normal” functioning.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 3: PROFESSIONAL ISSUES & TRENDS

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

Grayson, P., & Meilman, P. (2015). Can groups and programs Tame demand? *Journal of College Student Psychotherapy*, 29(1), 1-2. doi:10.1080/87568225.2015.973812

The editors of JCSP present an essay focused on the benefits of group counseling and outreach programs as a solution to the demand for individual counseling and the lack of resources to provide it in a timely manner.

Harper, D. (2015). Expanding our reach: Developing supportive campus community networks. *Journal of College Student Psychotherapy*, 29(1), 3-5. doi:10.1080/87568225.2015.973813

This is an Op-ed which describes successful, trained faculty/staff/ support groups and response teams that have enabled one campus to provide resources to students who benefit from listening support during stressful times.

Iarussi, M. M., & Shaw, B. M. (2016). A collaborative process model for promoting successful referrals in college counseling. *Journal of College Counseling*, 19(3), 261-275. doi:10.1002/jocc.12048

The authors review the literature related to off-campus referrals and propose a collaborative process model for making these referrals. A case study is provided to illustrate the model.

Schwartz, A. J. (2016). Session limits and the probability of the next visit. *Journal of College Student Psychotherapy*, 30(4), 238-251. doi:10.1080/87568225.2016.1219609

This study focuses on the operational planning factor of the probability of the next visit. It considers the pattern of this probability across the span of treatment, the impact of modifying the values of the probability for the earliest sessions and the impact of imposing a session limit at various points in the potential course of treatment. The data used in this study came from 1) the Research Consortium of Counseling and Psychological Services in Higher Education, 2) the archives of a single university counseling center serving students at an institution of moderate size located in the northeastern United States, 3) two series of artificial datasets based on the UCC-10 dataset. Analyses indicate that there is a fairly stable pattern to students use of counseling services, that this pattern is affected by the imposition of a limit, and that reducing the probabilities of a next visit for the first, second, and third visits has a greater impact on reducing total service demand than imposing a limit at the 12th visit.

Shaffer, K. S., Love, M. M., Haak, P. P., Shen, C. W., Chapman, K. M., & Horn, A. J. (2017). Walk-in triage systems in university counseling centers. *Journal of College Student Psychotherapy*, 31(1), 71-89. doi:10.1080/87568225.2016.1254005

The authors report the results of an assessment of a walk-in triage in-take system compared with a traditional system of intake at a large, southeastern university counseling center. Results of this assessment suggest that the walk-in triage system correlated with a significant increase in the ratio of attended appointments to overall scheduled appointments when compared to the more traditional intake scheduling system. The number of client no-shows proportional to the number of scheduled appointments decreased significantly during the walk-in triage system. These factors resulted in an increase in clinicians' individual client caseloads after implementing the walk-in triage system.

Shelesky, K., Weatherford, R. D., & Silbert, J. (2016). Responding to the increased needs of college students: A case study of case management. *Journal of College Student Psychotherapy*, 30(4), 284-299. doi:10.1080/87568225.2016.1219613

The authors review models of case management including administrative, behavioral intervention, and counseling center models. A case study is provided.

Stewart, A., Moffat, M., Travers, H., & Cummins, D. (2015). Utilizing partnerships to maximize resources in college counseling services. *Journal Of College Student Psychotherapy*, 29(1), 44-52. doi:10.1080/87568225.2015.976093

This article describes a partnership between a community college and university that utilizes a graduate training program to provide on-campus counseling to both student populations enabling both institutions to maximize their resources.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 3: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 3(C): PROFESSIONAL STAFF

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

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

Grayson, P., & Meilman, P. (2015). The grateful college counselor. *Journal of College Student Psychotherapy, 29(3)*, 161-163. doi:10.1080/87568225.2015.1045776

This short piece proclaims 10 reasons why college counselors can claim grateful exuberance for the privilege of serving as a counseling professional.

Jodoin, E. C., & Ayers, D. F. (2017). Communication conflict styles, perception of ethical environment, and job satisfaction among college and university counselors. *Journal of College Counseling, 20(2)*, 139-153. doi:10.1002/jocc.12066

This national study examined the perceptions of college and university counselors regarding their ethical environment, job satisfaction, and ways of dealing with organizational conflict. Three survey instruments, the *Ethics Environment Questionnaire*, the *Organizational Communication Conflict Instrument*, and the *Abridged Job in General Scale*, were distributed to a random cluster sample of campus-based mental health counselors identified through IPEDS. Counselors across all three institutional types had an average view of their ethical environments. Communication conflict styles indicated possible power struggles occurring within counseling centers.

Todd Sevig, Yolanda Bogan, John Dunkle & Elizabeth Gong-Guy (2015) Writing effectively as counseling center directors and administrators: Lessons learned from a 2-minute speech. *Journal of College Student Psychotherapy, 29, (1)*, 29-35, DOI: 10.1080/87568225.2015.976072

Conceptual and technical aspects of effective administrative writing in the college counseling context are reviewed.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 3: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 3(D): SOCIAL MEDIA:
COLLEGE COUNSELING IMPLICATIONS

Eells, G. T. (2016). Using an existential psychotherapy framework to assist students in mindful internet use. *Journal of College Student Psychotherapy, 30*(1), 42-53. doi:10.1080/87568225.2016.1105661

The author of this article describes potentially negative values associated with Internet use and depicts how existential psychotherapy promotes corrective values that can help students successfully navigate and their Internet use. A case study is included to illustrate how this approach can work.

Sherrell, R. S., & Lambie, G. W. (2016). A qualitative investigation of college students' Facebook usage and romantic relationships: Implications for college counselors. *Journal of College Counseling, 19*(2), 138-153. doi:10.1002/jocc.12037

The authors report the results of a qualitative investigation of college students' lived experiences with Facebook. Participants were drawn from a convenience sample of undergraduate students who were enrolled at a large research university in the southeastern United States. An analysis of the data revealed subthemes and codes that fell within six overarching themes: support, communication, intimacy, relationship status, steps in dating, and the public nature of Facebook.

Travers, M. F., & Benton, S. A. (2014). The acceptability of therapist-assisted, internet-delivered treatment for college students. *Journal of College Student Psychotherapy, 28*(1), 35-46. doi:10.1080/87568225.2014.854676

To investigate the question - would Internet-delivered treatment be an acceptable form of treatment for college students? – the authors surveyed a convenience sample of 334 students enrolled at a large southeastern university. Participants completed the researcher-developed researchers developed the Acceptability of Therapist-Assisted, Internet - Based Treatment of Anxiety Survey (ATAIBTA). The survey consists of 9 questions including level of anxiety they were currently experiencing; past treatment for anxiety; (f) treatment modalities they would consider; preferred mode of communicating with a counselor; and perceived advantages and disadvantages of Internet-delivered treatment. Overall, participants expressed a preference for individual face-to-face treatment. Students currently connected to the counseling center found all three modes more acceptable than did the non-clinic participants. Both groups expressed a preference for video conferencing over telephone, online chat, or e-mail as a means of communicating with a therapist if Internet-delivered therapy was the mode of counseling.

Varghese, M. E., & Pistole, M. C. (2017). College student cyberbullying: Self-esteem, depression, loneliness, and attachment. *Journal Of College Counseling, 20(1), 7-21.* doi:10.1002/jocc.12055

This exploratory study examined, through an online survey, the extent of cyberbullying at a large midwestern university. Participants completed instruments that measured self-esteem, depression, loneliness, maternal attachment anxiety, and maternal attachment avoidance. Analyses of the resulting data revealed that maternal attachment anxiety explained unique variance in cyber victimization and cyber-offending. In multivariate analyses of variance, cyberbully victims (vs. nonvictims) reported higher depression, loneliness, and maternal attachment anxiety, and cyberbully offenders (vs. nonoffenders) reported lower self-esteem and higher maternal attachment anxiety.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 3: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 3(E): EVIDENCE-BASED OUTCOMES ASSESSMENT

Jones, D. L. (2015). The bad practice of best practice. *Journal of College Student Psychotherapy, 29*(3), 164-166. doi:10.1080/87568225.2015.1045777

What does “best practice” really mean? The author discusses why this term is subjective and not a terribly useful benchmark for practicing professionals.

Kopta, S. M., Petrik, M. L., Saunders, S. M., Mond, M., Hirsch, G., Kadison, R., & Raymond, D. (2014). The utility of an efficient outcomes assessment system at university counseling centers. *Journal of College Student Psychotherapy, 28*(2), 97-116. doi:10.1080/87568225.2014.883876

This article describes an assessment of the Behavioral Health Measure–20 (BHM-20) which is software designed to monitor client progress in university counseling centers. The (BHM-20) is included in the computer-based CelestHealth System. Data from 22,465 total counseling center clients seen at a diversity of 23 different university counseling centers in the United States between June 2006 and November 2011. Analyses indicate that the BHM-20 is an effective means to assess client progress. Data from this study indicated that students seeking counseling at the participating centers received benefit from treatment. Overall, clients’ average termination score was significantly improved from their average intake score on all of the BHM scales.

Moore, J., & Owen, J. (2014). Assessing outcomes: Practical methods and evidence. *Journal of College Counseling, 17*(2), 175-185. doi:10.1002/j.2161-1882.2014.00056.x

Using a sample of 52 clients from a university counseling center in the southern region of the United States, this study sought to examine clients’ recall of their pre-counseling functioning using the three-item scale from Owen, Tao, et al. (2011). Participants’ recall of functioning at intake was strongly correlated with their actual intake scores. These findings suggest that that relative efficacy (i.e., comparisons among process factors, such as working alliance or between client groups) can be tested reliably with retrospective methods of pre-counseling functioning.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 3: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 3(F): HELP-SEEKING, SERVICE UTILIZATION & ATTRITION

Marsh, C. N., & Wilcoxon, S. A. (2015). Underutilization of mental health services among college students: An examination of system-related barriers. *Journal of College Student Psychotherapy, 29*(3), 227-243. doi:10.1080/87568225.2015.1045783

This investigation examined mental health care system-related barriers that might distinguish help seekers from non-help seekers among students demonstrating similar levels of distress. Participants, recruited from the campus of a large southeastern U.S. research university (approximately 30,000 students), including both undergraduate and graduate students enrolled for the part-time and full-time study. Participants completed three instruments: Counseling Center Assessment for Psychological Symptoms–62 (CCAPS-62), Attitudes Toward Seeking Professional Psychological Help Scale–Short Form (ATSPPHS-SF), and a questionnaire developed for this study asking about current or recent help-seeking behavior for psychological distress and any perceived system-related barriers (affordability, availability, accessibility, and acceptability) associated with help-seeking decisions. Findings suggest that for distressed college students, increased concerns about the cost of mental health services increase the chances of not getting help, increased concerns about stigma increase the chances of getting help, and more positive attitudes about getting help increase the chances of getting help.

Rosenthal, B. S., & Wilson, W. C. (2016). Psychosocial dynamics of college students' use of mental health services. *Journal of College Counseling, 19*(3), 194-204. doi:10.1002/jocc.12043

The authors of this study tested a tentative multilevel, multivariable model of the use of counseling. In the model, use of counseling was the outcome variable, with the need for counseling and willingness to use counseling serving as direct proximal influences on the use of counseling and mediators of the effects of other variables. Testing utilized a convenience sample of eight hundred forty-seven 18- and 19-year-old 1st-year students enrolled at a public, urban college. Findings indicated that use of such services by 1st-year college students is directly a result of the need for these services and willingness to use them.

Tirpak, D. M., & Schlosser, L. Z. (2015). Relationship between self-efficacy and counseling attitudes among first-year college students. *Journal of College Counseling, 18*(3), 209-221. doi:10.1002/jocc.12015

The purpose of this study was to understand the association between self-efficacy and attitudes toward counseling among 1st-year college students within the first 3 weeks of their college experience. Participants were 253 first-year college students enrolled at a small, private Catholic university in the northeastern region of the United States. Participants completed the *Career Decision Self-Efficacy Scale-Short Form*, the *Coping Self-Efficacy Scale*, the *Attitudes Toward*

Career Counseling Scale, and the *Attitudes Toward Seeking Professional Psychological Help Scale*. Low perceptions of self-efficacy were associated with a devaluation of career counseling and more negative attitudes toward seeking personal counseling.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 3: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 3(G): TRAINING AND SUPERVISION

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

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

Ilagan, G., Vinson, M., Sharp, J. L., Havice, P., & Ilagan, J. (2014). Trainees versus staff: Exploring counseling outcomes in a college counseling center. *Journal of College Student Psychotherapy, 28*(3), 229-240. doi:10.1080/87568225.2014.915172

This study evaluated differences in mean counseling outcomes for trainees compared to professional staff working in the same college counseling center. The primary outcome measure was symptom improvement. Participants were clients of a college counseling center who were enrolled at a public, medium-sized university in the Southeast who completed. Pre and post tests using the OQ45.2 indicated that Participants receiving counseling from trainees did not have a different mean symptom improvement score than students receiving counseling from a professional staff member. In order to isolate possible confounds, the researchers controlled for clients' readiness to change, the percentage of counseling appointments attended, and students attending compulsory counseling.

Shaw, B. M., Remley Jr., T. P., & Ward, C. (2014). The preparation of masters-level professional counselors for positions in college and university counseling centers. *Journal of College Counseling, 17*(3), 236-248. doi:10.1002/j.2161-1882.2014.00060.x

Directors of counseling centers at 4-year colleges and universities located in the United States that offer on-campus housing and with at least 1,000 students enrolled completed a survey that asked questions related to the preparedness of master's level counselors to staff college counseling centers. Results indicated that counselors were rated on average as prepared; however, many directors had concerns about counselors' ability to work with students presenting more severe mental health issues.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 3: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 3(H): COMMUNITY COLLEGE COUNSELING

Schwitzer, A. M., Pribesh, S., Ellis-O'Quinn, A., Huber, P. B., & Wilmer, E. C. (2016). Community college counseling: Why are research outcomes so elusive? *Journal of College Counseling, 19*(1), 76-95. doi:10.1002/jocc.12032

The focus of this study is counseling research in the community college context. Three separate research studies are reported in detail, each conducted to examine the applicability (to community colleges) of a specific theoretical practice model drawn from the literature pertaining to 4-year college and university practices. The first study examined student factors that might affect the retention and success of an at-risk student population, namely, individuals enrolled in math courses for underprepared learners at a community college. The second study analyzed institutional factors and, more specifically, effects of supportive interventions such as learning communities at a community college that have been correlated with retention and success at four- year institutions. The third study investigated first-semester student experiences in supportive orientation programs at a community college. The authors suggest the need for a robust community college knowledge base, describe some limitations of the current community college literature and suggest a framework for more effective work in this area.

Epstein, B. (2015). Providing Psychological Counseling in community colleges: Even greater challenges and fewer resources. *Journal of College Student Psychotherapy, 29*(4), 289-295. doi:10.1080/87568225.2015.1074020

This article describes the environment within which community college counselors provide services. Included is a discussion of the limited resources available to support counseling at two-year institutions, the most prevalent presenting psychological issues of clients, and recent progress and recommendations.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 3: PROFESSIONAL ISSUES & TRENDS

**SUB-THEME 3(I): BEHAVIORAL DISTURBANCES,
THREAT ASSESSMENT AND DISABILITY LAW**

Meilman, P. W. (2016). Conforming a voluntary medical leave of absence policy to recent interpretations of disability law. *Journal of College Student Psychotherapy*, 30(1), 54-63. doi:10.1080/87568225.2016.1105665

The author provides a description of a voluntary medical leave of absence policy for students which has been ruled in compliance with current disability law.

Pollard, J. W., Flynn, C., & Eells, G. T. (2015). The role of threat assessment and management in college counseling: How's that net working? *Journal Of College Student Psychotherapy*, 29(4), 248-256. doi:10.1080/87568225.2015.1072453

This article is a critique of Goodwin's article (2014) *Threat Assessment: Are We Using the Wrong Nets?* The authors discuss aspects of the threat assessment and management process.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 3: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 3(J): COLLEGE STUDENT PATHOLOGY TRENDS OVER TIME

Schwartz, A. J. (2015). Is student pathology really increasing? Seven measures of the acuity of counseling center clients, 1992–2007. *Journal of College Student Psychotherapy, 29*(4), 257-270. doi:10.1080/87568225.2015.1074017

This article addresses the perennial question framed in the article’s title. Data were routinely collected over a 15 year period (1992-2007) at a counseling center o a private, moderate-sized university located in the Northeastern U.S., 15 years (1992–1993 through 2006–2007). Analysis indicated no increase in client self-reported severity of presenting issues.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 3: PROFESSIONAL ISSUES & TRENDS

SUB-THEME 3(K): PROFESSIONAL ASSOCIATIONS AND KNOWLEDGE-BASE

Watson, J. C. (2017). The *Journal of College Counseling* turns 20: Celebrating two decades of advancing college counseling: Theory, research, and practice. *Journal of College Counseling*, 20, 3-6. <https://doi.org/10.1002/jocc.12054>

The *JCC*'s current editor looks back at the history, trends, and evolution of the journal over its first 20 years in publication.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014

THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 4(A): GENDER & ETHNICITY

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

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

Farrell, M. and Langrehr, K. J. (2017), Stress, social support, and psychosocial functioning of ethnically diverse students. *Journal of College Counseling, 20*, 208-223. doi:10.1002/jocc.12070

The purpose of this study was to provide insight into the potential for differential needs of college students and the implications of continuing to generalize mental health practices to majority student populations. Participants were an ethnically diverse group of undergraduates recruited from a southern university that was a nontraditional commuter school. They each completed the Perceived Stress Scale-4, the Multidimensional Scale of Perceived Social Support (MSPSS), the Major Depressive Disorder subscale of the Psychiatric Diagnostic Screening Questionnaire, and the Positive Ideation subscale of the Positive and Negative Suicide Ideation Inventory. Analysis of finding indicated that both high and low levels of social support were enough to significantly reduce the effect of stress on depressive symptoms of students of color. For White students, high social support moderated the effect of stress on protective behaviors.

Frey, L. L., Beesley, D., Hurst, R., Saldana, S., & Licuanan, B. (2016). Instrumentality, expressivity, and relational qualities in the same-sex friendships of college women and men. *Journal of College Counseling, 19*(1), 17-30. doi:10.1002/jocc.12028

The purpose of this study was to explore the associations among expressivity, instrumentality, the individual affective experience of peer relationships, and relationship mutuality in the same-sex friendships of college men and women from the perspective of the relational-cultural model. Participants were undergraduates enrolled at a large, state-funded midwestern university. A convenience sample of 181 participants completed the Relational Health Indices, the Personal Attributes Questionnaire, and the Mutual Psychological Development Questionnaire. Results indicated that the combination of instrumentality and expressivity and the individual affective experience of peer friendships predicted increased relationship mutuality in college men and women. Additionally, findings supported the conclusion that women's and men's individual affective experience would predict relationship mutuality beyond that accounted for by instrumentality and expressivity. Finally, findings indicated that gender moderated the association between the individual affective experience of same-sex peer friendships and relationship mutuality.

Grayson, P., & Meilman, P. (2015). Diversity 2.0. *Journal of College Student Psychotherapy, 29*(4), 245-247. doi:10.1080/87568225.2015.1072452

The authors discuss college counseling implication of the increasingly complex diversity of the college student population.

Hannigan, T. P. (2016). Beyond the Hispanic/Latina/o label: Counseling students from four representative nations. *Journal of College Student Psychotherapy, 30*(2), 81-97. doi:10.1080/87568225.2016.1140972

This article's focus is the diversity within the student culture we referred to as Hispanic/Latina/o and who may use counseling services on our campuses. The authors drill down into four specific countries and their cultures: Chile, Costa Rica, Mexico, and Spain. Except for Mexico, there is scant mention in the literature related to special needs of students who come from these four countries. This article is a step in the direction of filling this void.

Hipolito-Delgado, C. P. (2016). Internalized racism, perceived racism, and ethnic identity: Exploring their relationship in Latina/o undergraduates. *Journal of College Counseling, 19*(2), 98-109. doi:10.1002/jocc.12034

This study examined whether internalized racism and perceived racism hindered the ethnic identity development of U.S.-born Latina/o undergraduates. A convenience sample was recruited from the membership of various Latina/o university student organizations at 66 different U.S. colleges and universities in 23 different states. Three hundred seventy-three Latina/o undergraduate participants completed a demographic questionnaire, the Multigroup Ethnic Identity Measure, the Mochihua Tepehuani Scale, the Abbreviated Multidimensional Acculturation Scale-Spanish Language Competence subscale, and the Abbreviated

Multidimensional Acculturation Scale–Spanish Language Competence subscale. Hierarchical linear regression revealed a significant relationship between internalized racism and ethnic identity.

Lantrip, C., Mazzetti, F., Grasso, J., Gill, S., Miller, J., Haner, M., & ... Awad, G. (2015). Ethnic identity and acculturative stress as mediators of depression in students of Asian descent. *Journal of College Counseling, 18*(2), 144-159. doi:10.1002/jocc.12011

The authors of this study explored three distinct components of ethnic identity (Exploration, Resolution, and Affirmation) as possible explanations for depression in college students of Asian descent. A convenience sample (N = 198) of self-identified undergraduates of Asian and European descent completed the Centers for Epidemiological Studies–Depression scale, the Acculturative Stress Measure, and the Ethnic Identity Scale. Participants of Asian descent reported significantly greater depression than did their peers of European descent. Asian students scored significantly higher on acculturative stress and significantly lower on positive feelings about their ethnic group membership (affirmation) and the degree to which they had resolved, or come to terms with, what their ethnicity means to them (resolution). Within the Asian group, affirmation and depression were inversely correlated, and this relationship was mediated by acculturative stress.

Lewis, T. F., & Wahesh, E. (2015). Perceived norms and marijuana use at historically Black colleges and universities. *Journal of College Counseling, 18*(2), 130-143. doi:10.1002/jocc.12010

The authors investigated the extent of marijuana use on an HBCU campus and correlate with engaging in marijuana use within the past 30 days and whether marijuana use is largely a function of social norms or merely an artifact of selected sociodemographic variables and the perceived risk related to drug use. Participants (N= 212) were undergraduate students attending a medium-sized HBCU in the southern United States who completed the Alcohol and Other Drug Survey. Findings indicated that the age of first marijuana use is a risk factor for engaging in marijuana use and perception of use by closest friend and drinking and driving were associated with marijuana use by participants.

Shadick, R., & Akhter, S. (2014). Suicide prevention with diverse college students. *Journal of College Student Psychotherapy, 28*(2), 117-131. doi:10.1080/87568225.2014.883877

This article describes the process used to develop a “multicultural, suicide prevention kit”. The primary purpose of the kit is to prevent suicide in general with a specific focus on diverse key subpopulations. The kit is a platform-based customizable group of prevention materials. The rationale for approaching suicide prevention in a culturally competent manner is presented, and methods used to gain culture-specific phenomena that impact the mental health of diverse students are discussed.

Shelton, A. J., Wang, C. D. and Zhu, W. (2017), Perceived social support and mental health: Cultural orientations as moderators. *Journal of College Counseling, 20*, 194-207. doi:[10.1002/jocc.12062](https://doi.org/10.1002/jocc.12062)

This study examined the influences of demographic variables, perceived social support, and cultural orientation on college students' mental health conditions. A convenience sample of undergraduate and graduate students attending a large, public university in the southwestern United States completed the Multidimensional Scale of Perceived Social Support inventory, the Satisfaction With Life Scale, the Depression, Anxiety, and Stress Scales–21, and the Self-Construct Scale. Results suggest that mental health indicators vary across the demographic variables of sex, race/ethnicity, and SES. After the authors controlled for demographic variables, perceived social support significantly predicted mental health indicators of depressive symptoms, anxiety symptoms, stress, and life satisfaction. Independent cultural orientation moderated the relationship between social support and depression, and interdependent cultural orientation moderated the effect of social support on anxiety, stress, and life satisfaction.

Wang, C. C., Scalise, D. A., Barajas-Munoz, I. A., Julio, K., & Gomez, A. (2016). Attachment, acculturation, and psychosomatic complaints among Hispanic American university students. *Journal of College Counseling, 19*(1), 45-60. doi:[10.1002/jocc.12030](https://doi.org/10.1002/jocc.12030)

This study investigated adult attachment and acculturation frameworks of reported psychosomatic complaints related to perceived discrimination among a sample of Latino/Hispanic university students. Participants were involved in Latino/Hispanic American student organizations at one of 12 public, 4-year universities with an enrollment of at least 12,000 students representing the Northeast, Southeast, Midwest, South, Rocky Mountain, and West Coast geographical regions. Participants completed the Experiences in Close Relationships Scale, nine items with modified wordings from those in the ethnic interaction factor of the Acculturation Rating Scale for Mexican American–II, those from the Cultural Identity and Cultural Knowledge subscales of the Asian American Multidimensional Acculturation Scale–European American, the 12-item Familismo Scale, the 18-item Machismo Scale, and the 10-item version of the Perceived Discrimination Scale. The results of the study indicate that psychosomatic concerns of Latino/Hispanic students can be traced back through three levels of theoretical precursors, including perceived discrimination, acculturation/adherence to Latino/Hispanic cultural beliefs, and adult attachment.

Watson, J. C., & Watson, A. A. (2016). Coping self-efficacy and academic stress among Hispanic first-year college students: The moderating role of emotional intelligence. *Journal of College Counseling, 19*(3), 218-230. doi:[10.1002/jocc.12045](https://doi.org/10.1002/jocc.12045)

The purpose of this study was to examine the relationship between the academic stress and coping self-efficacy of Hispanic students enrolled in their 1st year of college and the moderating role of emotional intelligence in that relationship. A convenience sample was drawn consisting of first-year students who self-identified as Hispanic and who were enrolled at a medium-size, Hispanic-serving institution located in the southern United States. Participants completed the Academic Stress Scale, the Coping Self-Efficacy Scale, and the Assessing Emotions Scale. The

results support the hypothesis that coping self-efficacy is a significant predictor of academic stress and that among Hispanic college students, emotional intelligence significantly moderates the relationship between these two variables.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 4(B): INTERNATIONAL CAMPUSES

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

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

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

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

Lin, Y. (2014). College psychotherapy at a Taiwanese counseling center. *Journal of College Student Psychotherapy*, 28(1), 6-11. doi:10.1080/87568225.2013.824321

The author describes data collected at a Taiwanese university. The data describe clients of this center as a percentage of total student body, number and types of counseling center staff, presenting issues and other related descriptive information.

Lunsky, A., Naidu, S., Bradley, T., & Scott, M. (2015). College psychotherapy at a South African counseling center. *Journal of College Student Psychotherapy*, 29(1), 6-10. doi:10.1080/87568225.2015.973817

Presented is a transcript of an interview with the counseling staff at the Counseling and Careers Development Unit (CCDU) of the University of the Witwatersrand in Johannesburg, South Africa.

Schwartz, H., & Hain, R. (2014). Psychological treatment as part of dropout prevention: An Israeli program. *Journal of College Student Psychotherapy*, 28(3), 218-228. doi:10.1080/87568225.2014.915171

An intervention for students at academic risk of dismissal who also face emotional problems is presented. The program includes immediate psychotherapy within a comprehensive program designed to support at-risk students. Early results and a case study are discussed.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 4(C): GRADUATE STUDENTS

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

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

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

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

Moffitt, L. B., Garcia-Williams, A., Berg, J. P., Calderon, M. E., Haas, A. P., & Kaslow, N. J. (2014). Reaching graduate students at risk for suicidal behavior through the interactive screening program. *Journal of College Student Psychotherapy, 28*(1), 23-34. doi:10.1080/87568225.2014.854675

The authors describe the Interactive Screening Program (ISP). Developed by the American Foundation for Suicide Prevention, the ISP is an anonymous, Web-based tool for screening and engaging at-risk graduate students. The article includes descriptions of studies which have validated the ISP's effectiveness and qualitative anecdotal comments from graduate students who have utilized the ISP.

Morrison Straforini, C. (2015). Dissertation as life chapter: Managing emotions, relationships, and time. *Journal of College Student Psychotherapy, 29*(4), 296-313. doi:10.1080/87568225.2015.1074021

The purpose of this article was to fill a void in the professional literature and to provide clinicians working with dissertators some guidance. Conceptual considerations, therapeutic strategies, and a case example are presented.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 4:
SPECIALIZED CAMPUS POPULATIONS

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

Greason, D. B., Glaser, T., & Mroz, K. (2015). Thinking outside the box: Psychological needs of art students compared with traditional students. *Journal of College Student Psychotherapy, 29*(1), 53-71. doi:10.1080/87568225.2015.976099

The purpose of this study was to examine the mental health issues of art students, who were enrolled at one of three, urban 4-year art universities: one public and two private, compared with a national sample that was drawn from reference group data obtained from the American College Health Association. Participants in the sample and in the national reference group completed the Association National College Health Assessment II. Participant responses regarding the frequency of experiencing a range of psychological symptoms (e.g., feeling hopeless, feeling overwhelmed, considered suicide) were no different from the frequency in the reference group of students at traditional schools.

Lipson, S. K., Zhou, S., Wagner III, B., Beck, K., & Eisenberg, D. (2016). Major differences: Variations in undergraduate and graduate student mental health and treatment utilization across academic disciplines, *Journal of College Student Psychotherapy, 30*, (1), 23-41, doi: 10.1080/87568225.2016.1105657

This article reports on a study comprising a large random sample of undergraduate and graduate students (N = 64,519) at 81 campuses. Mental health needs such as depression, anxiety, suicidality, non-suicidal self-injury as well as help-seeking were explored across academic disciplines. According to the findings, students in the arts and humanities tended to present greater incidence of mental health needs than their peers in business and engineering majors. Implications for mental health approaches across campus are suggested.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2013-2017

THEME 4:
SPECIALIZED CAMPUS POPULATIONS

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

Gibbons, M. M., & Woodside, M. 2014. Addressing the needs of first-generation college students: Lessons Learned from adults from low-education families. *Journal of College Counseling* 17(1), 21-36. *Academic Search Complete, EBSCOhost* (accessed April 8, 2018.)

The authors investigated the effect that 1st-generation college status has after college completion. Two previous studies authored by Gibbons, Woodside and others examined the career and work experiences of women, and then subsequently of men whose parents have no education beyond high school, and the influences of family on these experiences. This follow-up research sought to compare the results of the two studies and articulate common themes and differences related to the college experience. Using a phenomenological research design that incorporated qualitative adaptation, the authors re-analyzed the data from the two previous studies. Findings included 1) *the role of the father* was emphasized for most males in the study, whereas female participants spoke of the parents as one unit. 2) *Career expectations* including enjoying work, working hard and the belief that education leads to a good job. 3) *College* - most agreed that they attended college to follow the requirements set forth by their parents or to increase their chances of career success, although the anticipated financial success hadn't materialized for all participants.

Stebbleton, M.J., Soria, K.M., & Huesman, R.L. (2014). First-generation students' sense of belonging, mental health, and use of counseling services at public research Universities. *Journal of College Counseling*, 17(1), 6-20. Doi: 10.1002/j2161-1882.2014.00044x

This study explored how first-generation students experience a sense of belonging and satisfaction regarding their educational experience. A large group of participants (N = 58,017) enrolled at 6 different U.S. research institutions responded to the Student Experience in the Research University (SERU) survey which focuses on core items related to student participants' satisfaction with their academic and social experiences. First generation student participants tended to report lower ratings of belonging, greater levels of depression/stress, and lower use of services compared to non-first-generation students.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 4(F): GLBTQ

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

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

Duryea, D. G., Calleja, N. G., & MacDonald, D. A. (2015). Nonmedical use of prescription drugs by college students with minority sexual orientations. *Journal of College Student Psychotherapy, 29*(2), 147-159. doi:10.1080/87568225.2015.1008374

The authors analyzed the American College Health Association (ACHA) Spring 2009 NCHA II Reference Group Data (n = 87,105). Their research questioned whether significant differences in nonmedical use of prescription drugs were present based on gender and sexual orientation (ACHA, 2009). Findings indicated that gay and bisexual college students engaged in more high-risk substance using behaviors than their heterosexual peers.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 4(G): STUDENT ATHLETES

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

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

Doumas, D. M., & Midgett, A. (2015). Ethnic differences in drinking motives and alcohol use among college athletes. *Journal of College Counseling, 18*(2), 116-129. doi:10.1002/jocc.12009

This study examined differences between 1st-year White college athletes and college athletes of color in (a) drinking motives, alcohol use, and alcohol-related problems; (b) the relationship of drinking motives to alcohol use; and (c) the relationship of drinking motives to alcohol-related problems. Participants (N = 165) were 1st-year undergraduate students at an NCAA Division I university in the Northwest who were invited to complete a web-based survey as part of a 1st-year seminar. Results indicated no differences in drinking motives between the 2 groups. White athletes reported higher levels of alcohol use, whereas athletes of color reported higher levels of alcohol-related problems. Athletes of color with high levels of coping and conformity motives reported the highest level of alcohol-related problems.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 2(H): GREEK LIFE

**Stinson, R. D., Levy, L. B., & Alt, M. (2014). “They're just a good time and move on”:
fraternity men reflect on their hookup experiences. *Journal of College Student
Psychotherapy*, 28(1), 59-73. doi:10.1080/87568225.2014.854683**

Using Interpretative Phenomenological Analysis, this study explored the ways college-age men make sense of their hookup or romantic relationships. The sample of three participants was drawn from fraternity men at a large Midwestern university. Each participant completed an in-depth, 10-question semi-structured interview. Four overarching themes emerged during data analysis: (a) insignificance of hooking up, (b) distinction between hookups and romantic relationships, (c) centrality of alcohol and hooking up in sociability, and (d) different attitudes and consequences of hooking up for men and women.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

THEME 4:
SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 4(I): MILITARY STUDENTS/VETERANS

Johnson, M. C., Graceffo, J. M., Hayes, J. A., & Locke, B. D. (2014). Examining treatment-seeking college students with and without military experience and trauma histories. *Journal of College Counseling, 17*(3), 260-270. doi:10.1002/j.2161-1882.2014.00062.x

The purposes of this study were to examine whether there has been an increase in recent college counseling center use rates by students with military experience; to determine the levels of distress reported by students with military experience seeking help at college counseling centers, particularly when compared with help-seeking students without military experience; and to investigate differences in distress between students with a military-related trauma and students who had experienced trauma but had no previous military experience. The authors utilized data sets gathered by the Center for Collegiate Mental Health, a pool of data from 97 college counseling centers in 2010–2011 and from 120 centers in 2011–2012. Of the 59,571 students who provided usable data to the CCMH 2010–2011 data set, 1,251 (2.1%) reported having military experience. The authors then randomly selected 1,251 students without military experience to serve as a comparison group. Results indicated that students with military experience did not utilize counseling services at any greater rate than their non-military peers, but did present with elevated rates of hostility and family concerns.



College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Counseling Literature, 2014-2017

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