Effects of College Counseling on Student Success:

A Review of the Counseling Literature

2000-2010

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Table 1 – Emerging from the College Counseling Literature

Dating violence/sexual assault

Student adjustment/ success

Disabilities

Multicultural issues

Graduate students

*Counseling theory & practice

Individual counseling interactions & outcomes

Administration/planning

Outreach -

Training & supervision – use of GAs cost/benefit

Help-seeking – ethical policies for suicide intervention

Response to Trauma – large scale traumatic incidents

Perfectionism

Parental attachment

Table 2
College counseling themes emerging from the College student development literature

Specialized Campus Populations


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


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

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


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


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


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


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


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

**College Student Mental Health Issues**


Despite the growing need to demonstrate the efficacy and value of their services, many counseling centers have been slow to use reliable and valid instruments to assess clients’ concerns and measure therapy outcomes. The College Adjustment Scales (CAS) may be useful to accomplish this goal. This study compared data from a university counseling center sample with data of a non-counseling center student sample. Normative data from this limited study indicate that clients of the counseling center differed significantly from two non-client comparison groups, especially in reported problems with anxiety, depression and self-esteem.

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


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


One psychometric instrument that may hold promise a means of enhancing clinical decision-making is the College Maladjustment (Mt) supplementary scale. The instrument was developed to quickly assess whether a student’s acute distress is a reaction to developmental transitions or a reflection of more serious psychological problems. The authors examined the relationship between Mt scale scores and client and counselor perceptions of student distress and functioning level. Results indicated that Mt scores were highly consistent with subjective ratings.
This study examined the mental health needs, knowledge, and utilization of counseling services among graduate students at a large university in the western U.S. Half of the graduate students in the sample reported having had an emotional or stress-related problem during the preceding year. Mental health needs as reported by the respondents, was significantly and negatively related to confidence in financial status.

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

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

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


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


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


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

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

Table 3

**College Counseling Themes Emerging from the College Student Health Literature**

**College Student Counseling & Medical Health Concerns**


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


This study analyzed the effects of several health-related variables on 1st year college students’ GPAs. A sample of students attending a large private university were asked about a variety of health-behavior variables that a literature review suggested were related to academic performance. Of all the variables considered, sleep habits accounted for the largest variance in
grade point averages. Later wake-up times were associated with lower average grades. Variables associated with the 1st year students’ higher grade point averages were strength training and study of spiritually oriented material. The number of paid or volunteer hours worked per week was associated with lower GPAs.


Four social support domains in the prediction of physical health formed the nexus of this study: tangible support, belonging, disclosure, and social intimacy. Findings indicated that belonging predicted better health perceptions for women and fewer physical symptoms for men. The authors concluded that a sense of connection to a group of others is a key support component for the physical health of college students.


This study examined medically prescribed use and illicit use of 4 distinct classes of abusable prescription drugs within an undergraduate student population at a large, public Midwestern university. Self-reported information revealed that the prevalence rate for illicit use within the preceding year was 14% and the highest for pain medication, followed by stimulants, sedative/anxiety medication, and sleeping medication. Lifetime illicit use for the sample was 21%. Men reported higher illicit use rates. Medical users of stimulants for attention deficit hyperactivity disorder were the most likely to be approached to divert their medication.


This longitudinal, panel design study of first year college students enrolled at an independent, moderately sized, church-affiliated, Midwestern university, examined what physical and psychological differences are caused by the college experience and what individual variables are
associated with such changes. Results revealed a decline in student reported psychological and mental health. Negative coping tactics (drinking, smoking) and perfectionism predicted poorer physical health at the end of the first year. Optimism and self-esteem predicted better physical and psychological outcomes.


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


The purpose of this study was to establish estimates of the prevalence and correlates of non-suicidal self-injury among university students. An internet survey was administered to a sample of undergraduate and graduate students attending a large Midwestern, public university. Seven percent of those responding reported hurting themselves on purpose within the preceding 4 weeks, without intending suicide. Only 26% of these students received mental health therapy or medication within the past year. Factors associated with a significantly higher likelihood of self-injury included cigarette smoking, concurrent depressive and anxiety disorders and, for men, growing up in a family of low socioeconomic status and having symptoms of eating disorders.

These mixed methods study, one of a series, examined the prevalence, severity and disclosure of adverse life events and assessed the levels of Post-Traumatic Stress Disorder in a large population of college undergraduates attending several institutions located in the Southwestern U.S. Two thirds of those responding reported that they had experienced at least 1 adverse life event. Interviews with a subset of the study’s sample revealed that 9% reported symptoms of clinical PTSD and an additional 11% reported subclinical symptoms.

**Depression & Suicide**


The purpose of this study, which used an experimental design, was to test the long-term effectiveness of a cognitive-behavioral group intervention in reducing depressive symptoms, decreasing negative thinking, and enhancing self-esteem in college women at risk for clinical depression. Female students enrolled at a large, public, Midwestern university were randomly assigned to either a treatment or a control group. The women in the treatment group experienced a greater decrease in depressive symptoms and negative thinking and a greater increase in self-esteem than those in the control group. These effects continued over an 18 month follow-up period.


This study, using a cross-sectional, population-based design, was designed to determine the prevalence of psychological and pharmaceutical treatment for depressed medical students, factors associated with treatment, and whether completion of medical school psychiatric training at a large, eastern private medical school, influenced treatment of depression among these
students. The results indicated that more than 15% of the respondents were classified as depressed based upon self-reported data and, of those, 20% reported suicidal ideations during medical school. The prevalence of treatment for depression was low (26.5%).


The author, using U.S. government data and the National Survey of Counseling Center Directors (NSCCD), reports that while suicide is the second leading cause of death among American college students, suggestions that there is a growing epidemic are false. Rather, according to the author, there is a growing expectation that colleges and universities will prevent suicide by their students. Between 1952 and 1996 the reported rates of suicide among adolescents and young adults nearly tripled. However 100% of the increase occurred between 1955 and 1976. The rate is now close to its lowest value in the past 100 years. Suicide rates for 20-24 year old college students was half the rate for the same group in general U.S. population. Suicide rates for clients of campus counseling centers is 3 times the rate of students who have not been clients, but their risk of suicide is 18 times as high as the risk for individuals in the general student population. Based on this data, the author concludes that university counseling centers are effective in reducing the suicide rate for clients by a factor of 6. Finally, the author’s review of the NSCCD revealed that the proportion of students who use campus counseling centers was almost perfectly correlated with the availability of campus mental health professionals.


The author offers a comparative analysis of data from studies of college student suicide from 4 eras: 1920-60, 1960-80, 1980-90, and 1990-2004. The suicide rate of college students has declined steadily during the period of this analysis. The author concludes that this is the result of the decreasing proportion of men in the student populations studied. The rate has also
consistently been about half the rate of the general U.S. population; the author presents evidence to support his argument that this favorable relative rate for college students is largely due to the effective prohibition of firearms on college campuses.


The author provides legal opinion to counter the notion that students who threaten suicide should be dismissed from college campuses – preferably on medical grounds. According to the author, the general legal rule regarding suicide liability for non-mental health professionals was stated in Jain v. State of Iowa (2001). “The act of suicide is considered a deliberate, intentional and intervening act that precludes another’s responsibility for the harm. The best alternative to mandatory dismissal in the case of attempted or threatened suicide is to focus on specific conduct that violates reasonable institutional standards. This will provide necessary due process. The University of Illinois plan for dealing with threats or attempts of suicide by students is described.

**Eating Disorders**


This study examined a proposed model (Eating Disorder NOS diagnostic framework) that was designed to describe and assess the experiences of college women who present moderate eating related concerns when they seek health and counseling services. Female college students who attended a public, mid-sized, southeastern university and who had used a multidisciplinary eating disorder intervention program participated in the study. Overall, findings suggested that the model describes the group of college women who seek help and resources for moderate eating-related health and mental health concerns.

The purpose of this study was to investigate eating and exercise disorders in a male college population who were enrolled at an Australian university. One fifth of the men in the sample of 93 undergraduates worried about their weight and shape, followed rules about eating, and limited their food intake. Twenty-seven percent followed rules about exercising and 14% worried about the amount of exercise they managed to perform. A small percentage of the sample met the standards for clinical diagnoses for various eating disorders.


The agenda for this study included the investigation of the relationship between paternal attachment security, depression, and eating dysfunctions among college women. Participants in the study were 306 undergraduate women who attended a midsize coeducational Catholic university in the Midwest. Depression was directly related to severity of eating dysfunction. After controlling for depression, paternal alienation significantly differentiated 3 groups: symptomatic, but not eating disordered; eating disordered; or asymptomatic.


This study a new Not Otherwise Specified (NOS) diagnostic profile is examined to determine if it is applicable for women with clinically significant eating concerns who do not seek treatment. One hundred twenty-two female college students who attended a campus eating disorders awareness workshops, those seeking information during Eating Disorders Information Week, and women not concerned about eating disorders participated in the study. Participants completed the Eating Attitudes Test (EAT-26). Results suggested that the framework is specific to women with eating problems but does not applying over-generally to all college women or to all female patients and clients.
Eating disorders and body image in college men as compared with college women was the focus of this study. A random sample of men and women enrolled at a public university in California were sent a questionnaire containing questions about eating behaviors. In the sample, men expressed more preoccupation with muscle tone and less concern about weight than did their female counterparts who exhibited behaviors consistent with an eating disorder.

Counseling Interventions

Three varied men’s support groups were formed at a large, public university located in the southeast. This article describes the experiences of each of the groups and poses the following questions for follow-up research. 1) Does the decreased face-to-face social contact that is occurring with the advent of e-mail and other electronic communication have a detrimental effect on men’s mental health, particularly on depression indices? 2) Does creating a support group for seemingly healthy young men have a beneficial effect by reducing social isolation? 3) Do growth groups make college men more likely to seek help when they see the early onset of symptoms of physical illness? 4) Does participation in a support group make it more likely that men will follow through with treatment once treatment is prescribed?

The authors used an experimental design to assess the effect of a 6-week mind/body intervention on college student’s psychological distress, anxiety, and perceptions of stress. The campus where
the 128 student participants were enrolled is not identified. Those who received the 6 group training sessions in relaxation response and cognitive behavior skills demonstrated significantly greater reductions in psychological distress, state anxiety, and perceived stress than did those in the control group.


In this article, the authors describe the development and implementation of postvention services in the aftermath of college student deaths at a private, land-grant university in the northeastern U.S. The format of the model, called Community Support Meetings (CSMs), is described and the authors report that “it is very effective”. An informal assessment process is described.


A Student Assistant Program (SAP) provided by a private vendor to serve students at a public university’s health science center located in the southeastern U.S. is described. SAPs are services provided to students to address psychosocial concerns that may interfere with academic performance. These services are designed to meet the need for more intensive time-limited behavioral interventions or mental health treatments. These interventions are similar to employee assistance programs offered by many employers.

**Professional Issues and Trends**


The author scans some major changes that have occurred during the past 20 years, that he believes have impacted college mental health and the practice of psychiatry on the college
campus. He calls for collaboration between counseling services, administration, residence life programs and student health to address the challenges facing mental health professionals.


This paper provides an overview of the distribution of health states (including disease). The goal of the essay is to provide a summary of variables that define both high-risk groups and high-risk situations that lead to psychiatric morbidity. The author reviews prevalence studies and clinical facility usage and calls for longitudinal studies of a cohort of students in which changes in the state of their mental health can be obtained.


The objective of this study was to examine connections between students’ mental health and their knowledge and use of campus mental health services. A random sample of students attending an eastern, land grant university in the eastern U.S. completed an anonymous, on-line survey that asked about their knowledge of campus mental health services, their mental health, and their use of the services. Students who were mentally distressed were more likely to know about and use services. Living off-campus, identifying as male, and having fewer years in college were predictive of higher service usage.

**Specialized Populations**

This study described the levels of psychological symptom manifested by 1st year students who attended a 4 year, nonresidential, undergraduate college in a public university system in the core city of a large metro area in the Northeast. A culturally diverse sample of 595 of these students was interviewed using 25 items from the Trauma Symptoms inventory to determine the extent to which participants were currently experiencing psychological symptoms. The students reported a wide range of symptoms with women’s reported levels of symptoms higher than men’s.


The purpose of this study was to document the prevalence of mental health needs of international graduate students, their knowledge of campus counseling services available, and the factors that contribute to the use of counseling services. The entire population of graduate students attending a large, western university was invited to complete an anonymous Web survey that included the following topics: 1) need for mental health services; 2) knowledge of campus mental health services; 3) use and satisfaction with campus mental health services; 4) factors affecting student mental health; and 5) demographic information. Then, international student responses were analyzed separately. Approximately 44% of international graduate students responded that within the last year they had had an emotional or stress related problem that significantly affected their well-being or academic performance.


This study presents an empirical assessment of actual use of counseling for emotional purposes during the first 6 months among a large sample of diverse undergraduates enrolled in one of two commuter colleges of a public university system in the core city of a large metro area in the Northeast. Student levels of use of campus counseling services (10%) were similar to that estimated for a national college sample. Students reporting higher levels of distress were more likely to use counseling; however, more than ¾ of students who reported clinically significant
levels of distress had not received counseling. The authors did not observe disparities in use of mental health services related to sex, ethnicity, or socioeconomic status.

Table 4

College Counseling Themes Emerging from the *Counseling Psychology* Literature

**Specialized Campus Populations**


The relationship between physical, psychological, and societal correlates of eating disorders were the focus of this study. The authors examined the relationship between bulimic symptomatology and body mass, body satisfaction, depression, self-esteem, internalization of U.S. societal values concerning attractiveness, and identification with White culture. Of these independent variables only body mass, body dissatisfaction, and low self-esteem were significantly related to bulimic symptomatology, accounting for 29% of the variance for a sample of African American college women who attended two large, predominantly White, southwestern universities and one predominantly White, southwestern junior college.


This study explored relations between male masculine role conflicts and their perceptions of the quality of parental relationships. Participants in the study were undergraduate men enrolled at a large, public Midwestern university, or at a large, public east-central university in the U.S. Results revealed that, generally, men who perceived more secure, positive, and conflict-free relationships with both fathers and mothers were less likely to experience role conflicts and stress related to their gender.

The purpose of this study was to extend Social Cognitive Career Theory (SCCT) to the math-related interests and choice behaviors of Black college students. Developed by Lent, Brown & Hackett (1994), the framework of the theory emphasizes three social cognitive mechanisms that seem especially relevant to career development: self-efficacy beliefs, outcome expectations, and goal mechanisms. Participants were 164 first-year Black college students who attended a northeastern, predominantly White, state university. Various instruments were used to measure racial identity attitudes and math-related indexes of self-efficacy, outcome expectations, perceived sources of efficacy information, interests and academic choice intentions. An analysis of the data generally offered support for the applicability of SCCT for explaining the math-related interests and choice intentions of Black college students. Interest in math activities may increase when students both believe in their math capabilities and expect that engaging in such activities will produce positive outcomes.


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


The disproportionate number of female clients seen in counseling centers was examined to determine if this was related to the gender of the client or the gender or age of the referral source. Participants were students, staff, and faculty from three state-supported universities located in the east, south and south central U.S. Six vignettes portraying a college student experiencing a personal problem was followed by various referral options, e.g., career counseling, study skills help, psychological counseling, etc. Results indicated that men were less likely to refer at all three institutions. Older persons were more likely to refer at two of the institutions in the study. At one of the institutions older persons were more apt to refer only when the recipient was a man. Gender of the referral recipient was not significant.


This study targeted a population of African American women enrolled on a predominantly White campus at a large, public university in the Midwest. The purpose was to examine prevalence rates of DSM-IV eating disorders. No women in the study group were classified as having anorexia nervosa or bulimia nervosa. Two percent of the group was classified as having an eating disorder not otherwise specified. These findings are in the same range as those obtained for comparative Caucasian samples.

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


This comparative study examined intergenerational conflict among college students of different cultural groups and their parents. Asian- American, Hispanic, and Euro-American students enrolled at a large, public, Southwestern university. Asian American students reported the highest likelihood of family conflict. Coping strategies use and their effectiveness at mediating psychological distress for each cultural group are discussed.


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


This study investigated the satisfaction of the counseling experience for students of color, who were clients at counseling centers located on five mid-to large sized, predominantly White
counseling, b) ratings of their counselors’ general counseling competence, and c) ratings of their counselors’ multicultural counseling competence. Findings were that multicultural counseling competence explained significant variance in the satisfaction ratings beyond that accounted for by students’ ratings of general counseling competence.


The purpose of this study was to investigate the effects of client adherence to Asian cultural values, goals of a counseling session, as related to counselor emphasis of client expression on client perceptions of the career counseling process. Asian American college students who were enrolled at a large mid-Atlantic university and who participated in a career counseling session participated in the study. A 2x2x2 factorial design was utilized with two levels of client adherence to Asian cultural values (high & low), two levels of session goal (immediate resolution and insight attainment), and two levels of counselor emphasis of client expression (cognition & emotion). Among clients with high adherence to Asian values, those in the expression of emotion condition perceived greater counselor cross-cultural competence than did those in the cognition condition.


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


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


This study evaluated the utility of the Sociocultural Attitudes Towards Appearance Questionnaire. The purpose of the questionnaire is to provide a measure that purportedly assesses awareness of sociocultural pressures to be thin and attractive and the internalization of these standards. Participants in this study included male and female college students attending a large U.S. Midwestern university who were recruited from undergraduate psychology classes, sororities, and a male-oriented student organization. Significant group differences were observed on the scales assessing awareness of sociocultural pressures to be thin and the internalization of these attitudes. These scores were highest among the Caucasian women, Caucasian and Hispanic sorority members. The authors recommend the development of more culture-specific measures for men and minority women.

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


The adjustment process for Taiwanese students in the U.S. was the focus of this study that utilized a mixed-methods research design. A small convenience sample of Taiwanese graduate students from a variety of academic disciplines attending a midsized Northeastern U.S. university was interviewed. Results of the qualitative interpreted by the quantitative segments of the study indicated that communication apprehension and social contact predicted adaptation, whereas actual English ability did not, and that Taiwanese students identified being independent as important to their functioning in the U.S.


This study tested the validity of the Personal Growth Initiative Scale (PGIS, Robitschek, 1998, 1999) in a Mexican American student population, examining the relations of PGI with several cultural variables and replicating a validation study that had been conducted with primarily European American college students. Professional Growth Initiative is defined as active and
intentional involvement in the self-change process. Results indicated that the PGIS scores appear to be culturally relevant for this population.


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


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


This study sought to expand upon previous research related to the effect counseling style with clients of differing levels of adherence to Asian cultural values. Volunteer clients were Asian American students at a large mid-Atlantic university and were assigned to a counseling session with a European American female counselor who employed either a directive or a nondirective style. Clients in the directive counseling condition rated the counselor as being more empathic and cross-culturally competent and reported stronger client-counselor working alliance and greater session depth than did those clients in the nondirective condition.


The purpose of this study was to investigate the structure and measurement of ethnic identity using the Multigroup Ethnic Identity Measure (MEIM) on a diverse sample of Asian American college students enrolled at large, public universities in California and Texas. The authors identified a 3-factor structure of the MEIM composed of Cognitive Clarity, Affective Pride, and Behavioral Engagement that demonstrated acceptable reliability and construct validity with some initial evidence for differential concurrent validity on 2 measures of well-being.


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


Social Cognitive Career Theory (SCCT) relates person, environmental and behavioral variables that are assumed to give rise to academic and career-related interests, choices, and performance outcomes. SCCT maintains that a person’s interests stem partly from self-efficacy and outcome expectations. This study examined the utility of SCCT in predicting engineering interests and major choice goals among women and men attending two HCBUs and one PWI in the Eastern region of the U.S. Findings indicated that the SCCT-based model of interest and choice goals produced good fit to the data across gender and university type.


Some studies have correlated men’s sexual aggression with alcohol use which is reported to increase men’s perception that female behavior is sexual in nature. Some research also suggests that participation in collegiate athletics is related to sexual aggression in college men. This study sought to extend previous research by examining how sexually aggressive behavior and endorsement of rape myths are predicted by masculinity using conformity to 11 masculine norms and problem drinking and participation in collegiate athletics. A convenience sample of male college students who attended four colleges and universities in the northeast and mid-Atlantic regions of the U.S. participated in the study. Results indicated that men who use alcohol
problematically and conform to specific masculine norms, e.g., having power over women, etc, tended to endorse rape myths and report sexually aggressive behavior.


The authors of this study hypothesized that two coping strategies – problem solving and social support seeking – would differentially moderate the effects of intergenerational family conflict on well-being and adjustment in a convenience sample of Asian American college students enrolled at a large, public Midwestern university. Results indicated that social support buffered the effects of family conflict on positive affect and somatic distress. Problem-solving coping served as a buffer on positive affect when family conflict was low and a negative effect when family conflict was high.


Cramer’s Help-Seeking Model (1999) explains college students’ help-seeking behavior as a function of four psychological variables: attitude toward counseling; available social support; distress level; and self-concealment. This exploratory analysis examined the generalizability of Cramer’s model for Asian and Asian American college students. The analysis involved two samples of college students (Asian and Whites) from a large, predominantly White, Midwestern university. The authors concluded that Cramer’s model can be extended to an Asian and Asian American college student population.

The purpose of this study was to examine Asian American college students’ adherence to Asian and European American cultural values, with a particular focus on biculturalism, collective self-esteem, and factors related to successfully coping with cultural differences. A convenience sample of students enrolled at a West Coast University responded to a questionnaire designed to measure adherence to Asian and European American cultural values. Results indicated that adherence to Asian and European American cultural values are positive predictor of collective self-esteem.


One of the most pressing issues facing the Hmong American community, a distinctive Asian American ethnic group, is family conflict. Problem solving and social support were hypothesized to differentially moderate the effects of family conflict on psychological adjustment. This study extends previous research by examining the moderating effects of blame on adjustment and by focusing on Hmong Americans. A convenience sample of Hmong American college students enrolled at a large, public, Midwestern university completed a questionnaire designed to family conflict, social support and coping strategies. Results indicated that social support buffered and problem solving enhanced the negative effects of family conflict on symptoms of distress. Students who were more likely to blame themselves reported higher levels of distress.


The Almost Perfect Scale – Revised (APS-R) is utilized to measure perfectionism. The purpose of this study was to examine the validity of the APS-R for African American college students. A convenience sample of 251 African American undergraduate students from two large, Northeastern universities was surveyed. The results of this study support the use of the APS-R and its subscales in research on perfectionism for African American students who attend predominantly White universities.

This study tested the cross-ethnic validity of a model of disordered eating proposed by Tylka and Subich (2004). A sample of 200 Asian American college women recruited by email from Asian American college student organizations nationwide. Evidence was collected supporting the validity of the Tylka-Subich model and found that Asian American women’s perceived pressure for thinness slightly predicted their self-esteem and moderately predicted their body preoccupation. Neither self-esteem nor ethnic identity moderated the pressure for thinness-disordered eating.


A longitudinal convenience sample of female undergraduate students attending a large, Midwestern university was utilized to examine the prospective impact of forgiveness on psychological distress symptoms. Results of this preliminary study indicated that offense-specific forgiveness was significantly and negatively associated with psychological distress is supportive of the potential benefit of forgiveness-based interventions in reducing psychopathology.


*Acculturation* is typically defined as the amount of culture-related values, beliefs, affects, customs and behaviors, adapted or endorsed by a minority individual that are held by the majority culture. *Adult attachment anxiety* involves an excessive need for approval from others and fear of interpersonal rejection or abandonment. *Attachment avoidance* involves an excessive need for self-reliance and ear of interpersonal intimacy or dependence. This study examined
adult attachment and acculturation as predictors of Chinese international students’ psychosocial adjustment. A random sample of Chinese and Taiwanese students attending one of two large, Midwestern, public universities was selected and completed several inventories. Results indicated that attachment anxiety and attachment avoidance were negatively associated with acculturation to the host culture and that high attachment anxiety and high avoidance are significant predictors for both sociocultural adjustment difficulty and psychological distress.


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


Past research has revealed that men who experience gender role conflict report less positive attitudes and willingness to seek counseling. The purpose of this study was to examine possible mediating roles of self-stigma and distress disclosure on the relationship between gender role conflict and willingness to seek counseling for psychological and interpersonal concerns. A convenience sample consisting of men attending a large Midwestern university were surveyed. Results indicated that men experiencing greater role conflict were more likely to self-stigmatize and less likely to self-disclose. High self-stigma and less disclosure then led to less positive attitudes and less willingness to seek counseling.

This study tested how the length of time in the U.S. in combination with maladaptive perfectionism, moderated the effect of acculturative stress on depression among Chinese international students. International students from China and Taiwan attending a large, Midwestern university, were recruited via an on-line survey. Results indicated that acculturative stress, maladaptive perfectionism and length of time in the U.S. interacted to predict depression. Low maladaptive perfectionism buffered the effect of acculturative stress on depression only for those who had been in the U.S. for a relatively longer period of time.


This study examined the incremental effects of personality and self-efficacy in differentiating among Taiwanese undergraduate students’ major fields of study and their career aspirations. A convenience sample of Taiwanese students attending one of four Taiwanese universities was surveyed using a variety of career and personality inventories. Results indicated that personality and vocational confidence played an important role in predicting Taiwanese students’ choice of major and career aspirations.

The purpose of this study was to investigate the attitudes of Asian American college students toward seeking professional psychological help in the context of both enculturation and acculturation to cultural values. In the literature on Asian Americans the word *acculturation* has largely emphasized the adaptation to the norms of the majority culture while downplaying the process of retention of the norms of one’s indigenous culture. The term *enculturation* highlights the process of being socialized into and retaining one’s indigenous cultural norms for both immigrant, first-generation immigrants and for those who are farther removed from immigration. A convenience sample of Asian American college students attending a large East Coast university was used to gather relevant data using a variety of instruments. Results indicated a significant inverse relation between enculturation to Asian values and professional help-seeking attitudes.


Data collected from a relatively small convenience sample of participants in a training workshop describes the state of counseling at institutions of higher education in China. The results suggested that most counselors had received little formal training and counseling was often done in the context of political and thought education. Respondents perceived themselves as needing more training in practical counseling skills, and limited resources to support their work.

In Asian cultures, such as in Taiwan, *filial piety*, a Confucian concept meaning respect for parents and ancestors, has been found in previous research to be the most important ideal self-concept of Taiwanese youths. This article reports the results of two studies whose purpose was to determine whether parental expectations or living up to parental expectations served as better predictors of Taiwanese college students’ psychological distress. Results revealed that perceiving oneself as living up to parental expectations, rather than parental expectations per se, is a better predictor of psychological distress.


The political, social, economic and educational transformation of South Africa has greatly expanded opportunities for Black South Africans. At the same time, little research is available about Black students’ career and academic needs and how political, social, economic and educational contextual factors enable or impede student achievement. The purpose of this qualitative study was to explore Zulu students’ definitions of success, aspirations, values, career and academic priorities, and perceived barriers and enablers. The 13 students who were interviewed were either transitioning from high school to college or in their first year of studies. The most dominant core idea related to the central role of family as support. Other factors of importance to these students were: a desire to succeed, and a concern about whether they had the concrete future goals and plans for many.


Previous research has revealed that many White Midwestern students originate from backgrounds with very little exposure to people of other races and little understanding of their cultural behavior. This lack of exposure can result in tension and conflict with people of other races. This qualitative investigation examined White students from Midwestern, rural, suburban
and urban backgrounds to identify emerging themes reflecting the multiple ways in which they respond to and are affected by societal racism. Data obtained from interviewees, who attended a large Midwestern university, was analyzed using the consensual qualitative research method. Results suggested that White students varied in their understanding of and responses to racism. Three response domains to racism emerged from the study (affective, social and cognitive) and are described in detail by the authors.

**College student counseling & mental health concerns**


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


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


The purpose of this study was to assess the degree of association between psychopathology and academic performance among college students. A convenience sample of undergraduate attending a large, Midwestern, urban university were administered instruments designed to measure psychopathology. After statistical adjustment for academic potential reflected in college admissions test scores, semester grades were found to be weakly associated with overall levels of DSM-III-R-defined psycho pathology, but not with BDI-defined depression. Substance use disorders were associated with lower semester grade point averages, whereas anxiety disorders were associated with increased grades.


This study tested models of disordered eating in two convenience samples of undergraduate women attending a large, Midwestern university. Results indicated that family conflict, family cohesion, and childhood physical and emotional abuse and neglect we not directly associated with disordered eating. Rather their association was mediated by alexithymia and depression. *Alexithymia* describes a cluster of characteristics frequently observed in patients with psychosomatic symptoms including a relative constriction in emotional functioning and the inability to find appropriate words to describe feelings.

The authors investigated how coping, stress and impulsivity interact to predict gambling behavior among college students. A convenience sample of graduate and undergraduate students who were attending a large, public, southern university completed a battery of instruments designed to provide data relevant to the purposes of the study. Among men only, impulsiveness, task coping and emotion coping accounted for significant variance. For higher task coping and lower emotion-focused coping, impulsiveness had a weaker relationship to gambling. Among non-impulsive men, emotion-focused coping in high stress conditions was most likely to result in gambling.


The purpose of this study was to test a model that focuses on the relationship between coping and perfectionism to predict changes in two measures of well-being: psychological stress and hopelessness. Participants were undergraduates enrolled at one of two British universities who completed several instruments designed to collect data related to the purpose of the research. Results indicated a link between socially prescribed perfectionism and psychological well-being. Avoidance coping moderated the link between perfectionism and well-being beyond initial levels of distress.


This study investigated the relationship between perfectionism dimensions and dysfunctional attitudes and whether perfectionism dimensions predict additional variance in depression over and above dysfunctional attitudes. A convenience sample drawn from psychiatric patients receiving treatment at a psychiatric hospital in Ontario and undergraduate students attending a Canadian university provided relevant data. Results indicated that socially prescribed perfectionism predicted dysfunctional attitudes but dysfunctional attitudes did not predict additional variance in depression beyond perfectionism dimension.

This exploratory study examined the prevalence and predictors of religious and spiritual concerns among college students. Data was obtained from a national study encompassing more than 5,000 students who attended 39 public and private colleges and universities in the U.S. A questionnaire was used to obtain data relevant to the purpose of the research. Results revealed that students with considerable distress related to religious or spiritual concerns also tended to be distressed about the loss of a relationship, sexual assault, values confusion, homesickness and suicidal ideation. These students were especially likely to seek psychological help when they also had problematic relationships with peers. Among all students who sought help, considerable distress about religious or spiritual concerns was predicted by confusion about values, problematic relationship with peers, sexual concerns, and thoughts about being punished for one’s sins.


Seven theoretically relevant variables were investigated to determine if they moderated the relationship between body dissatisfaction and disordered eating. A convenience sample from two large Midwestern universities provided data about eating behavior, body satisfaction/dissatisfaction, and the variables under investigation. The variables body surveillance, neuroticism, and having a family member and friend with an eating disorder intensified the primary body dissatisfaction-eating disorder relationship.

The purpose of this study was to examine a model of eating disorder symptomatology that incorporates personal sociocultural and relational correlates. A convenience sample of women attending one of two large Midwestern universities participated by providing relevant information. Results indicated that the model fit the data adequately and sociocultural, personal and relational variables all made unique contributions within the model. Most model predictions were supported, and personal and relational variables were found to fully mediate the effects of the sociocultural variable on disordered eating scores.


This study tested models of perfectionism that predicted psychological distress (hopelessness, depression) and mediators of those associations (stress perception & social belonging) in 2 convenience cohorts of high achieving honors students who attended a large, public southern university. Adaptive (high standards) and maladaptive (self-critical perceptions of inadequacy in meeting performance expectations) dimensions of perfectionism were found to be significantly associated with concurrent and prospective perceived stress, social connectedness, depression, hopelessness, and perceived academic adjustment. Consistent with previous research, perfectionism appeared to be stable over time, especially in its maladaptive form. Based on these and other research findings, the authors conclude that maladaptive, self-critical perfectionism seems to adversely affect nearly every aspect of psychological functioning that is assessed.


This study examined the nature and impact of relationship perfectionism within intimate heterosexual relationships, and the contributions of perceived discrepancies in one’s partner’s performance-related motivations and efforts. The Relationship Perfectionism Scale (RPS), that directs respondents to generically consider how they think and feel about relationships, the
authors collected data from a convenience sample of college students who attended a large, public university in the Southwest and who were also involved in an intimate, heterosexual relationship. The authors found that when at least one member of a couple reports high discrepancies in one’s partner’s performance-related motivations and efforts that person is likely to remain dissatisfied with the relationship over time and to report problematic exchanges with his or her partner. Similar dynamics may also affect relationships with counselors.


This longitudinal study described the trajectories of academic and emotional adjustment of science students during the 2 year period from the end of high school to the end of the second year of college. Students were recruited from a high school science program in Quebec that involves students who decide to pursue higher education in scientific disciplines. Poorly and well-adjusted students, as measured by the Student Adaptation to College Questionnaire (SACQ) differed from each other on the basis of parental but not teachers’ relationship quality.


This study examined two mediators of grief and posttraumatic stress disorder (PTSD) among a convenience sample of college students attending a Midwestern university in the U.S. who reported the unexpected death of a significant friend or family member. Students were administered a battery of instruments designed to collect data relevant to the purpose of the study. The authors found that chronic grief (CG) and PTSD severity were both significantly positively correlated with problem-focused coping and active and avoidant emotional coping styles among students reporting a previous traumatic loss.

This study investigated the extent to which leisure interests are similar to or distinct from vocational interests for working age adults, college students, and retirees. Convenience samples of students enrolled at a large Midwestern university, working-age adults who had previously enrolled at the university and faculty or staff who had been employed by the university. Only partial convergence was found for the structure of leisure interests with vocational interests.


The motives for drinking alcohol are frequently measured using the Drinking Motives Measure (DMM). This brief report describes the results of tests of reliability and validity on the DMM and to simultaneously examine differences in ethnicity and class standing in one’s motivation to drink. Students enrolled at a Northeastern public university who reported consuming alcohol at least once over the past 30 days completed the DMM and provided other relevant information. Results indicated that fit indices for the 4-factor model were acceptable and were better than for alternative models. Freshman students and students of color demonstrated higher rates of drinking to conform than did seniors and White students.


Protective behavioral strategies (PBS) are defined as behaviors an individual can utilize to decrease the likelihood of excessive drinking and experiencing negative alcohol-related consequences. The purpose of this study was to test this premise by determining whether PBS mediate the relationship between depressive symptoms and alcohol-related consequences. Participants were undergraduate students enrolled at a large, public, Northeastern university who
were referred to an alcohol intervention program as a result of committing an alcohol-related infraction on campus. Consistent with previous studies, the authors found that depressive symptoms were directly associated with alcohol-related negative consequences but not with alcohol use. They also found that PBS partially mediated the relationship between depressive symptoms and alcohol-related negative consequences.

**Attachment Theory & Self Efficacy**


Attachment theory (Bolby, 1973, 1980, 1969/1982) postulates that attachments are directed toward specific individuals, are usually of long duration, and serve the evolutionary function of protection, which enhances survival. Using a convenience sample of undergraduates enrolled at a mid-sized, Midwestern, private university, this study explored the relationships among self-reported attachment styles, gender, and several aspects of subjective emotional experience pertinent to the counseling situation. The emotional experiences considered in this research design were: attention to emotion, intensity of emotion, and emotional expressivity. Results show that attachment groups could be distinguished on the basis of their emotional experience along two dimensions: (a) expressivity and (b) “intentness” – a combination of attention and intensity.


Self-efficacy refers to a person’s beliefs about her or his ability to successfully perform a given task or behavior (Bandura, 1977). Bandura has asserted that self-efficacy is influenced by four primary sources of information: performance accomplishments, vicarious learning, verbal persuasions, and emotional arousal. This investigation evaluated the separate and combined
effects of performance accomplishment and vicarious learning experiences on the math/science self-efficacy and the math/science-related career interests, vocational aspirations, college major choices, and course selection of career undecided college students. Participants formed a convenience sample of first year students enrolled at a large, Southern, public university. Participants were randomly assigned to 1 of 4 treatment conditions: performance accomplishment only, vicarious learning only, combined treatment, or control group. The authors reported significant effects of the performance accomplishment and combined treatments on participants math/science self-efficacy.


A basic assumption of attachment theory is that the quality of one’s early emotional bonds with early care-givers serves as a template for guiding one’s attachment orientation to later intimate relationships. This study assessed the influences of race/ethnicity and parental marital status on participants’ retrospective accounts of their early parent-child bonds and on their current adult attachment orientation. A diverse sample of undergraduates attending multiple institutions completed a survey designed to elicit data relevant to the study. Findings revealed that parental divorce appears to have an adverse impact on participants’ recollection of early bonds but not on current adult attachment orientations.


This study examined whether perfectionism related to attachment, academic integration or depression. Two samples were utilized- the first was a convenience sample from elective undergraduate personal adjustment courses at a large, public, Midwestern university. The second served as a replication and extension of the first study. The sample was randomly drawn from the student body enrolled at the same institution. Replicated cluster analyses revealed 3 groups:
adaptive, maladaptive and non-perfectionists. Attachment predicted type of perfectionist with adaptive perfectionists reporting more secure attachments and better academic integration.


This exploratory study investigated whether patterns of stability or change in adult attachment styles were associated with corresponding changes in self-confidence, problem coping styles and distress. A random sample of entering first year students at a large Midwestern university completed several measures related to the purpose of the study. Results indicated that adult attachment styles exhibited by the study’s participants were only moderately stable over the course of their first-year transition to college. Stable secure participants exhibited significantly higher scores on self-confidence measure than did those with scores that indicated lesser stability. Findings indicate that students who have and maintain a secure attachment style over the first year of college are discernibly more confident in the abilities to attract and engage romantic partners than those with less stable styles.


Previous research suggests that cognitive, affective, and interpersonal self-regulatory mechanisms are conjointly implicated in the process by which insecure attachment orientations predict distress-related outcomes. This study tested a model for predicting college student distress that included measures of negative life event impacts, adult attachment orientations, and several indexes of self-organization. A convenience sample of undergraduates who attended a large Midwestern university completed a survey that was designed to obtain data relevant to the purposes testing of the model. Analysis confirmed the existence of moderate to strong associations linking the attachment indexes in the model with the two distress measure and to each of the mediators proposed by the model. In particular, results revealed that attachment
anxiety was robustly associated with problem coping and that both Attachment Anxiety and Avoidance were generally and significantly related to less coherent and less authentic self-structures.


This study examines whether the relationship between parental attachment and college adjustment is mediated by healthy separation-individuation. A convenience sample of primarily undergraduates enrolled at a regional, public university located in the Northeastern U.S. completed surveys that measured variables relevant to the study. The study supports a growing body of evidence that both a secure attachment relationship to parents and a healthy level of separation-individuation are predictive of positive academic, social, and personal-emotional adjustment to college.


This longitudinal study of first year students attending a large, Midwestern university, examined whether social self-efficacy and self-disclosure serve as mediators between attachment and feeling of loneliness and subsequent depression. Results indicated that social self-efficacy mediated the association between attachment anxiety and feelings of loneliness and subsequent depression, whereas self-disclosure mediated the association between attachment avoidance and feelings of loneliness and feelings of depression.

**College Student Help-Seeking**

A person's internal working models of close relationships (Bowlby, 1988) incorporate 2 discrete yet interrelated cognitive schemas: a self-model containing perceptions of one’s own worth and lovability and an other model embodying core expectations about the trustworthiness and dependability of intimate others in one’s social world. Using a convenience sample of students enrolled at a large, Midwestern university, this study tested hypothesized interrelationships (a) between self-model differences and self-reported problems and (b) among other-model differences, problem levels, and help-seeking attitudes. Participants' self-models significantly predicted overall level of self-reported problems. Those with positive self-models acknowledged significantly fewer current problems than did their counterparts with negative self-models.


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

The purpose of this study was to examine whether emotional openness is associated with attitudes toward seeking psychological services. Using a convenience sample of students enrolled at a large, Midwestern university, the authors found that greater emotional openness predicted more favorable attitudes toward psychological help-seeking. The authors found that a) male gender, b) greater perception of stigma associated with counseling, c) lower symptom severity also correlated with a reluctance to seek help.


This study sought to determine what effects, if any, psychotherapy session limits may have on students’ willingness to use such services in the context of perceived problem urgency. A convenience sample of students enrolled in an introductory psychology course responded to a questionnaire designed to provide data relevant to the purpose of the study. Results suggested that students were not influenced by the maximum number of sessions available. Participants also indicated that they would most likely seek counseling for high urgency problems.


This study focused on the role of avoidance factors associated with a potential client’s decreased likelihood of seeking counseling services. It also sought to clarify the degree to which avoidance factors such as self-disclosure, self-concealment, and anticipated risk and utility of self-disclosing play a role in decision-making. Participants were enrolled in Psychology classes at a large, Midwestern university. Findings revealed that previous counseling experience was a consistent predictor of help-seeking attitudes. Avoidance factors such as comfort with self-disclosure, were found to account for at least as much variance in the decision to seek help as approach factors.

One measure designed to assess body image preoccupation is the Body Shape Questionnaire (BSQ), which is the only self-report measure available. However, it is not clear that all of the items on the BSQ relate to body image preoccupation. The purpose of this study was to evaluate the psychometric properties of a version of the BSQ modified to more clearly assess preoccupation with body image. Participants in the convenience sample of female undergraduates enrolled at a large Midwestern university completed several questionnaires. Results suggest that the modified version of the BSQ, the BSQ-10, yields reliable and valid scores.

**Intake Assessment**


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


The Beck Depression Inventory- II (BDI-II) is a revision of a widely researched self-report measure of depression. This paper reports on an investigation of the inventory’s criterion validity. Participants were students attending a large, public university. The authors utilized
ROC analyses to determine how close optimal cut scores for a sample of counseling center clients attending a public university were to those recommended by the BDI-II manual. Results of a second study provided evidence of the BDI-II’s criterion validity with university students.


To address the issue of suicide risk screening for university students, the authors selected a group of commonly used self-report measures (Suicidal Ideation Questionnaire, Multi-Attitude Suicide Tendency Scale, Beck Helplessness Scale, and the Reasons for Living Inventory) and conducted a variety of analyses examining the psychometric properties, appropriateness for this age group and utility of the measures. The goal was to determine if this group of measures can distinguish between individuals with high and low levels of suicidal ideation and history of self-harmful behaviors. The exploratory results obtained indicate that the parsimonious approach when screening college students would be to use SPS and a single subscale from the MAST. However, the other measures may provide additional useful details to the screener.

**Professional Issues & Trends**


Participants in a national survey of counseling center directors produced a wide variety of information about the staffing, policies and operations of college counseling centers. Highlights of this comprehensive descriptive report include:

- Centers were predominantly (94%) staffed by persons with doctoral degrees in counseling or clinical psychology. Most had at least one staff member licensed in his or her field.
- At least 90% of the directors who reported using structured interviews checked the following items as part of that interview: alcohol/drug use; medications; family history; presenting problem; psychiatric history; social life; and suicidal thoughts/actions.
• A majority of centers used the DSM-IV either for all students (37%) or under certain conditions (33%)
• Of those centers that had a treatment limit, the average limit was 11 sessions


The purpose of this study was to assess the value of a scoring scheme for the Computerized Assessment System for Psychotherapy Evaluation (CASPER) data provided at intake for predicting clients’ responsiveness to counseling. A follow-up survey mailed 10 months after termination to clients who received counseling at a private, western; university counseling center achieved a 43% return rate. Of those who had received 1 or more sessions, 32% showed reliable improvement. Of those who began treatment in the dysfunctional range, 31% showed clinically significant (CS) change.


Stone and Archer (1990) in a prominent article, identified a variety of challenges that college and university counseling centers would face in the 1990s. This article reports on a survey of counseling center directors that was designed to assess the extent to which counseling centers had heeded the recommendations of S&A. Results indicated that counseling centers actively responded to the many challenges encountered in the last decade of the last millennium.


This article is the 2007 Leona Tyler Address
Counseling Interventions & Outcomes


This study investigated the short and long-term effectiveness of a theoretically driven, programmatic rape prevention intervention. Participants in the convenience samples used in this study were students enrolled at a large, predominantly White, Midwestern university. Results indicated 3 patterns of treatment response: improving, deteriorating and rebounding. Results also indicated that Black students in a culturally relevant treatment condition were more cognitively engaged in the intervention than their peers in the traditional treatment conditions.


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

Table 5.

College counseling themes emerging from the professional counseling literature
Specialized Campus Populations


Research related to the career counseling needs of non-traditional age students reveals that they often have different needs than do their traditional age counterparts. Future research should be experimental and focus on the ways they engage the career decision process.


African American students who attended a predominantly White campus experienced feelings (1) that they were underrepresented within the academic community; (2) of racism; (3) perceptions that faculty were unapproachable; and (4) that they would prefer to deal with faculty who were more like themselves in terms of race, gender, major, etc. This information can be useful to counselors for designing :( 1) preventative interventions; (2) developmental interventions; and (3) consultations.


In addition to the normal stressors intrinsic to the college experience, international students who attend U.S. colleges and universities may experience numerous additional sources of stress. And yet, mainly for cultural reasons, this population generally underutilizes campus counseling services. Those who design and operate college counseling services can take steps to increase usage by international students by (1) co-locating counseling services with non-psychological services so as to overcome the perceived stigma that seeking counseling may accrue in some cultures; (2) proactively increasing the access to counseling services for international students; (3) including professional and paraprofessional staff from “other cultures” on counseling staffs; (4) including topics that may increase staff cultural self-awareness when designing professional
development programs; and (5) design counseling interventions that acknowledge the cultural differences and need for sensitivity to these differences in the counseling session.


Given their minority status in the predominantly White university setting, racial/ethnic minorities usually encounter different academic and personal experiences than do White students. When counseling Latino students, counselors should consider not only psychological concerns, but also social support systems, cultural factors, and environmental contexts. Feeling isolated, alienated, or non-entitled, Latino students are often faced with the need to adopt a bicultural understanding of themselves in academia. Counselors need to assess university environment, ethnic identify, acculturation, social support and other psychosociocultural issues when providing counseling services and promoting academic persistence with Latino students.


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


Encouragement and ethnicity conceptualized together were found to be positively correlated for AA students attending PWI. Conversely, a negative correlation was found between ethnic discrimination and encouragement (the extent to which one feels good about self and others) and ethnic discrimination and openness to experience. The implications for counselors with AA
clients are wide-spread. Only when people feel personally adequate can they move toward others on an equal plane.


Cultural mistrust involves the inclination among Blacks to mistrust Whites. Racial identity is a sense of group or collective identity based on the perception that one shares a common racial heritage with a particular group. Group self-esteem focuses on one’s feelings about being a member of a racial or ethnic group. Personal self-esteem involves a comprehensive assessment of one’s self, including feelings of intrinsic self-worth, competence, and self-approval. Blacks are not a monolithic racial group. This study found within group differences when examining levels of cultural mistrust and racial and ethnic identity. Within group variance was not statistically significant when self-esteem scores were examined.


Most African American college students don’t seek counseling because they do not see themselves being represented within the mainstream culture of counseling and because they lack trust in the process. Although there are many cautions related to the use of humor in the therapeutic session, the inclusion of humor in this context in culture-specific ways there is a need for future research to explore its value.


For non-traditional, undergraduate, female students with children attending a large, public eastern university, secure attachment (the feeling that someone will be there for me when I need
them), robust parent and student self-efficacy, and perceived social support (guidance, others who recognize individual’s competence, social integration) correlated with psychological well-being. Because research suggests that psychological well-being is the most important factor in the academic success of this group of students counselors may find efforts to minimize client distress in these areas to be more effective than interventions designed to promote academic performance and adjustment.


The author of this qualitative study of 5 multiethnic college students concluded that family environment plays a significant role in a multiethnic person to develop a secure ethnic identity. Those whose family members were supportive of their multiple ethnic backgrounds felt confident about their ethnic identity and exhibited higher self-esteem. Counselors who work with multiethnic individuals should encourage these clients to express their feelings and those of family members about their ethnic identity.

**College Student Mental Health Concerns**


This large scale, national study examined predictors of postsecondary school success by analyzing the percentage of participants in a privately funded bridge program for high school seniors.

In this short term, moderate sized study, friendsickness was found to be associated with precollege social concerns (concerns about making new friends and leaving old ones), discrepancy between precollege expectations and college experiences (when precollege expectations were more positive than actual college experiences), more precollege friends in the college social network, and loneliness and poor self-esteem in college. Strategies for prevention of friendsickness and intervention in college transition distress are discussed.


In a 2-phase study of undergraduate women enrolled at a large, public Midwestern university, depressive symptoms mediated the association between disordered eating and lower problem-solving confidence. Depressive symptoms did not mediate the association between the ability to generate competent solutions to hypothetical stressful situations and disordered eating.


The reciprocal effects of mental health and career development may present themselves to counselors simultaneously. Clients needing both mental and career counseling should be directed to appropriate services. Integrative approaches during graduate training will improve the interventions available to clients manifesting an integration of mental and career development support. Further research in this area is warranted.


The assessment of suicidal risk among college students is a crucial task for counseling center professionals. It is also one of their more challenging tasks, given the depression among college
students is all too common. One predictive model encompasses the concept of deficient reasons for living as a predictive means for forecasting those most vulnerable to suicide. This study assesses the utility of the College Student Reasons for Living Inventory (CSRLI). The results indicate that together with other assessments, the CSRLI demonstrated the ability to measure levels of perceived current and future suicidal risk.


Attention-deficit hyperactivity disorder (ADHD) is the most common behavior disorder in children. The diagnosis of ADHD in young adults may frequently be overlooked. This study addresses whether or not the DSM-IV criteria for ADHD can be applied to a college student population. On the basis of a self-report instrument, the authors of the study conclude that Overall, the majority of the DSM-IV criteria should be considered applicable to the college students in their sample.


ADHD, with a growing constituency, poses considerable diagnostic challenges. There are disagreements among professionals as to what behaviors and symptoms constitute ADHD, the most appropriate diagnostic and treatment procedures and whether it is a mental or physical disability. College students represent a unique subset of the population. The College ADHD Response Evaluation (CARE) system was developed as a means for assessing ADHD in college students. The system contains two instruments – a self-report inventory which is completed by students and a parent rating scale. Among CARE variables, parent ratings were better predictors of college achievement than student ratings.

This study assessed the reliability and validity of scores from a subset off negative consequences items on the CORE Alcohol and Drug Survey. The results of this preliminary study suggest that a subset of the negative consequences items can be utilized by as distinct composite subscales. These subscales can provide counselors with a way to organize and categorize the types of problems college students may have as a result of their alcohol use.


This article describes a new standardized screening tool for use in university counseling centers. This screening instrument has the following characteristics:

- It provides information on both academic and clinical problems faced by college students
- It examines a list of symptom clusters not currently available in any single list
- It uses a rating scale rather than a dichotomous checklist
- It gives counselors an estimate of the degree of severity with which the symptoms are interfering with a student’s academic and social life
- It supplies counselors with an early look at a client’s readiness to engage in therapy
- It can be completed in a relatively brief amount of time

This article reports on a series of studies undertaken to meet these needs in a single screening tool.


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

Contemporary Psychodynamic Constructs


Social connectedness is defined as an aspect of the self that reflects subjective awareness of interpersonal closeness with the social world. The authors’ review of current research suggested that women and men both value social connectedness, but that there may be differences in the types of relationships that each pursues. The purpose of this study was to identify these differences for college women and men. Their hypothesis, which was supported by their research using 387 undergraduate students at a large, southeastern university, was that men based their social connectedness on relationships that emphasize forms of social comparison, e.g., ones that validate self-worth, social integration, and guidance. On the other hand women appear to base their connectedness on relationships that emphasize forms of intimacy and physical proximity, e.g., attachment, reliable alliance and opportunity for nurturance. Counselors can use this information when planning interventions for their male and female clients.


In this study the authors examined relations among adult attachment orientations, maladaptive problem coping styles and a composite measure of current distress within a sample of 55 undergraduates. Results indicated that each adult attachment orientations and each problem
coping style measure was related in expected directions to students’ distress. In addition, problem coping styles largely mediated the impact of insecure adult attachment orientations on distress. Findings suggest that a significant proportion of student distress may have developmental roots in students’ basic orientations to intimate relationships and to the management of closeness and distance in these relationships.


This study investigated the adjustment to college of 2 groups of perfectionists (adaptive and maladaptive) and one group of non-perfectionists. Maladaptive perfectionists evidenced the poorest adjustment of all 3 groups. Adaptive perfectionists and non-perfectionists generally evidenced comparable aspects of emotional adjustment and academic integration. No differences between groups were observed in cumulative grade point average. Adaptive and maladaptive groups reported disruptions in self-development. Differences between the perfectionist groups suggested that the roles of idealized parental images in self-development might be important sorting points for the two groups.


This study investigated the relationship between separation-individuation, adult attachment styles, and college adjustment. College adjustment was positively associated with secure adult attachment and counter-indicated by fearful and preoccupied attachments. This study adds to the literature that attests to the importance of conflictual independence for successful adaptation in early adulthood.

This study examined the effects of social connectedness, social appraisal of the campus climate and perceived stress of college men and women. For this sample of 214 undergraduates who attended a large southwestern university, social connectedness for women was significantly correlated with social appraisal and perceived stress. The negative effect of social connectedness on perceived stress was mediated by negative social appraisals. For men, the results indicate that men who reported more negative social appraisals also reported less stress. Implications are provided for student affairs and counseling center staff working with students claiming to be disconnected from campus life. Student affairs staff should continue to provide preventative programs that facilitate social connectedness on campus. Counselors who work with students who report a lack of connectedness should remember that social connectedness refers to one’s subjective sense of interpersonal closeness with the social world and not necessarily to the quantity of one’s existing social network.


Numerous studies suggest that parental attachment behaviors had higher ratings of current social support. This study investigated whether these two constructs are differentially related to indices of adjustment following a romantic relationship breakup. Although attachment did predict adjustment in this study, as hypothesized, perceived social support did not. But, the broader concept of connectedness to the general social environment did add predictive power. This may suggest that social connectedness represents a construct distinct from those measured by the other predictor variables.


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


Differentiation of self involves the capacity to modulate affect, maintain a clear sense of self, and balance intimacy and autonomy in significant relationships. This study found that differentiation partially mediated effects of academic and financial stress and exerted a direct influence on personal adjustment. Findings suggest that the association between college-related stress and level of personal adjustment is accounted for, in part, by one’s capacity to regulate emotional reactivity, maintain connections with others, avoid emotional cutoff, and take assertive positions in relationships.


The relationship between continued attachment to parents among college students and their emotional functioning is the focus of this article. Two hundred thirty five students at a large southwestern university completed several instruments designed to collect information about parental attachment AND emotional well-being. Students who reported higher levels of parental attachment reported lower levels of perceived stress and greater confidence in their ability to regulate mood.

This analysis of currently used measures of perfectionism yielded 3 higher order factors that were used to predict locus of control, anxiety, and psychological distress. Overall, results supported the perception that perfectionism has negative or maladaptive aspects as well as positive or adaptive aspects.

**Professional Issues and Trends**


Because of increased student misconduct in academic institutions, counselors have had to use traditional voluntary counseling models with involuntary disciplinary clients. The authors propose a policy position that would preclude mandated treatment and instead place an emphasis on counseling readiness programming for disciplinary referrals. A stages of behavioral change model is offered as a tool to articulate when counseling can be effective with students entangled in disciplinary procedures.


The National Board for Certified Counselors defines cyber counseling as “the practice of professional counseling and information delivery that occurs when client(s) and counselor(s) are in separate or remote locations and utilize electronic means to communicate over the Internet”

The majority of cyber counseling sites in the U.S. are operated by private counselors. Cyber counseling in South Korea are predominantly sponsored by counseling centers. This means of delivery of personal counseling presents counselors with legal and ethical dilemmas, such as confidentiality, ability of the client to determine the qualifications of cyber counselors. Some aspects of counseling may be better suited for online delivery than others.

This study compares the ability of 2 item-selection methodologies, principal components analysis and intervention item selection rules, to capture client changes on a 56-item self-report checklist. Scales formed with the intervention-sensitive items evidence larger effect sizes and reliability estimates.


The authors examined all articles in each issue of 4 journals in the counseling field for a 3 year period. Tests or other measurement vehicles used in the research reported in the articles. Among the 604 research studies examined, the authors identified 652 instances of test usage, including 410 different tests. These results were then compared with the most frequently used tests by practitioners, according to self-reports as reported in 3 studies. Many of the tests used according to counselor self-reports rarely appear in research studies reviewed for this article. The results of this study suggest that it might be in the best interests of both practitioners and those who undertake research to deliberately increase the usage in research studies those tests widely used in practice.

**Self-Efficacy Construct**


This study examined the relationship between procrastination, efficacy expectations, gender and age for 141 university students. Participants were asked to think about a major, personally meaningful project and to rate their efficacy for accomplishing it. Results indicated that cumulative efficacy expectation (defined as the sum of participant confidence ratings that they
could accomplish 31 behaviors necessary to complete the imagined project) was a significant and inverse predictor of procrastination. Implications for counseling practice are discussed.


This study examined the relationships among personal and family valuing of education, self-esteem, academic stress and educational self-efficacy for 530 female undergraduates. Results indicated that mother’s education, fathers’ education, and high school GPS were positively related to educational self-efficacy. No differences existed between Euro-American women and women of color; and for both groups, personal valuing of education, self-esteem, and academic stress predicted educational self-efficacy.


This study explored the underlying structure, stability, and predictive validity of college students’ scores on the Relationship Self-Efficacy Scale, a measure of relationship maintenance self-efficacy beliefs. Three identified efficacy-related factors were found to be stable over a 3 month period. Differences in responses by gender and the degree of relationship commitment.

**Wellness & Prevention**


The authors investigated the relationship between college students’ psychological well-being and the quality of their lives using Winer, Sweeney and Myers holistic wellness model comprised of 5 factors – spirituality, self-regulation, integration of work, recreation and leisure, friendship, and
love. Results indicated a significant congruence between psychological well-being and adherence to the five factor model in combination.


One key to healthy living is to prevent stress whenever possible through proactive coping mechanisms. The purpose of this study was to provide situationally specific evidence for the reliability and validity of the scores obtained using the Preventative Resources Inventory (PRI). The PRI is an 82-item self-report measure designed to assess perceptions of one’s ability to minimize or negate stress. Construct validity and reliability of the PRI’s 3 primary scales was supported. A fourth, functions as a higher order factor.

Smoking prevalence remains high (23%) among adults in the U.S., among high school students (35%), and among college students (29%). Brief interventions such as the technique of motivational intervention (MI), have shown promise as a means to affect cessation. This article describes the MI treatment strategy, and reports on a small study that tested its efficacy among college students enrolled at a small, private liberal arts college located in the Northwestern U.S. Students who received the brief MI intervention were more likely to report abstinence at a 6 month follow-up as compared to a no-treatment control group.


Thirty-one percent of student receiving services in college counseling centers meet criteria for alcohol abuse; 6% meet criteria for alcohol dependence. The four alcohol screening instruments used most frequently on college campuses are: the Michigan Alcohol Screening Test (MAST; Selzer, 1971), the CAGE (Ewing, 1984); Mayfield, McLeod, &Hall, 1974), the MacAndrew Alcoholism Scale-Revised (Mac-R; MacAndrew, 1965) and the Substance Abuse Screening Inventory – 3 (SASSI-3; F.G. Miller & Lazowski, 1999). This article reports the results of an investigation of the SASSI-3’s psychometric capabilities in a college student sample. Results indicate that the SASSI-3’s psychometric properties are equal or exceed those of each of the other instruments.


This article also relates to the significant issue of alcohol abuse among college students. Campus screening, assessment, prevention and treatment programs are reviewed. A survey conducted by the authors indicated that a little more than one third of the counseling centers responding provided on campus treatment for alcohol abuse. The authors conclude that because of the prevalent session-limited nature of counseling available at college counseling centers, and due to the typical treatment modalities that exist, college counseling centers are poorly suited to deliver high quality intervention for students seek help for alcohol abuse. Five steps are identified for improving the efficacy of interventions.

A model designed as an intervention for treatment of students who abuse alcohol is described. The model is based on solution-focused and cost-benefit techniques.


Recent research supports brief interventions as particularly effective for college students who abuse alcohol. This model was designed as an alternative to student discipline for residential students whose drinking was reported as “frequent and regular, but without clear symptoms of addiction”. The option consisted of an agreed upon referral to the counseling center for a brief, three-session assessment and intervention. The model’s design and preliminary results are described.


The frame for this program evaluation is that successful interventions for students who abuse alcohol would need to identify and target for change the attitudes and behaviors that predict heavy drinking. A convenience sample of college first year students identified several attitudes that seemed to predict binge drinking. A brief, classroom intervention led to self-reported change in attitude for those who attended the intervention. The authors recommend further, longer term studies to validate their findings.


The author first reviews factual information relevant to binge drinking behavior among college students. She then reviews relevant developmental theories that describe the other directed, pre-identity formation of many college students and postulates a means for college counselors to utilize this theoretical perspective when dealing with college students who binge drink. Results of an exploratory study are reported that investigated the relation of gender, class level, Greek membership, and identity, moral and epistemological development and binge drinking. Participants who were frequent binge drinkers were less likely to have differentiated themselves from peers and formed their own value systems.

Students who engage in student athletics are one of the groups who are most likely to engage in high risk drinking. The authors investigated differences between first year athletes and non-athletes related to alcohol consumption and its consequences during the course of an academic year. Athletes reported heavier drinking, more drunkenness, more total related consequences, i.e., missing class, damaging property, hangovers, regretted sexual encounters, etc.. Highest levels of drinking and consequences occurred in the Spring semester.


The author describes a motivational counseling intervention for students referred to counseling for underage drinking or other alcohol related judicial infractions. The author reports a 9% recidivism rate, much lower than for non-program violators. Students report their experience as non-punitive.


The purpose of this study was to examine the relative importance of the factors that lead to binge drinking with a focus on cognitive and social variables. Undergraduates at two, urban doctoral southern institutions, one public and one private, were surveyed to determine the major factors related to binge drinking. Data was collected using the Core Alcohol and Drug Survey. Students enrolled at the public university were much less likely (33% vs. 63%) to report that they engaged in binge drinking. The authors reported that they found 7 factors to be related to student binging and 4 to be predictive of the frequency.


The harm reduction model using motivational interviewing described in this article, is designed to help clients who binge drink recognize personally relevant reasons for change, build confidence in their ability to change, and to strengthen their commitment to change.


The authors report the results of a preliminary study that was designed to clarify which gender-specific social norms have the greatest influence on college student drinking behavior and the use of marijuana. The subject group was a convenience sample of undergraduates attending a
medium sized university in the Southeast. The Alcohol and Other Drug Survey was used to collect data. The results support previous research that personal alcohol use is more strongly associated with close-knit, proximal peer norms as compared with distal peer norms. Findings from this study support a similar proximal peer influence on frequency of marijuana usage.


Data collected from undergraduates attending two, midsized Southwestern universities confirm the importance of familial alcoholism as a predictor of a more problematic drinking style in collegiate adult children of alcoholics. Implications for counseling practices are discussed.


For developmental reasons and because of the religious nature of Alcoholics Anonymous, AA may not be the most efficacious means of treating college students who abuse alcohol. This article discusses two alternatives to Alcohol Anonymous, Alcohol 101 and Rational Recovery. Both are described as education based and appropriate for traditional aged college students.


This paper shares the experiences of dealing with student alcohol abuse in a division of student affairs professionals at a small, 6,000 student state university. Wellness and treatment strategies are discussed.


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

To measure the overall reported use with the overall perceived use of several drugs, the Core Alcohol and Drug Survey was administered to 2,642 students enrolled at three Midwestern liberal arts colleges over a 3 year period. For 8 of the 11 drugs included in the survey, perceived use was significantly higher than reported use.

**Subtheme A(2)**


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


This article reviews the outcome literature for bulimia treatment and cites those pretreatment client characteristics that seem amenable to brief therapy and those characteristics that do not. The authors conclude that successful intervention with brief therapy is associated with less severe behavioral symptoms, more intact psychological and cognitive functioning, and the absence of Axis I or II diagnoses.


This article reports an eating disorder assessment and treatment protocol developed by counseling center practitioners at a Western university.

The purpose of this article was to explore how both drive for thinness and fear of fat may be addressed in counseling college women. A pilot study is described that used a preliminary instrument to measure these constructs as an example of how counselors may assess drive thinness and fear of fat.


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


This study provides a comparative analysis of eating disorder prevalence among female participants in various sports and non-participant females. Another focus of the study was to determine if age was a factor in the prevalence of eating disorders among the two groups and subgroups. Participants in the study were female athletes and non-athletes who were enrolled in a rural state university in southwestern Virginia. The athletes engaged in 10 varsity intercollegiate, Division I level sports and 1 non-varsity dance team. Results do not support higher incidence of disordered eating in the athlete group. Younger women were found to have more symptoms of disordered eating than did older women.


In this study, examined the impact of fear of treatment, defense style, and internalization of societal beliefs about attractiveness on the likelihood that women with eating disorders would seek counseling. The author administered the Questionnaire for Eating Disorder Diagnoses to a convenience sample of undergraduate women who were enrolled in an introductory psychology course at a large Midwestern university. Twenty-five percent of the sample exhibited subclinical manifestations of eating-disorder symptoms and 78% of these exhibited some form of bulimic symptomatology. Only 15% of the participants in the eating-disordered group reported that they were seeing a therapist. Fifty-six percent of the participants with eating-disorder symptomatology did not believe their behaviors warranted therapy. Those with this belief
exhibited higher levels of immature defenses and lower endorsement of sociocultural norms concerning attractiveness than did women who believed treatment was needed.


This study examined women’s body experience in relation to aspects of wellness as a foundation for developing programs and services. The authors used a convenience sample of volunteers who were enrolled in undergraduate courses at a midsize university in the southeast and who agreed to complete a questionnaire related to objectified body consciousness and wellness. Only female students who identified themselves as European American and exclusively or primarily heterosexual were included in the primary data analysis. The authors found that body surveillance and body shame were negatively related to wellness and a positive relationship between appearance control beliefs and aspects of wellness.


The purpose of this study was to examine the relationship between recent abuse in women and the tendency to engage in unhealthy weight loss behaviors. A sample of female undergraduate students completed the National College Health Assessment. Approximately 19% of the women reported being in an emotionally abusive relationship, 3% in a physically abusive relationship, and 5% said that they were in a sexually abusive relationship. Seventeen percent of the sample reported engaging in an unhealthy weight loss method during the past 30 days. A significant relationship was found between a reported abusive relationship and reported unhealthy weight loss behaviors.


Bartholomew’s four-category model of attachment was utilized to examine the relationship of adult attachment style to body-disordered eating. A convenience sample of undergraduate men and women were asked to complete the Relationship Questionnaire and the Eating Disorder Inventory. Secure attachment scores were significantly negatively correlated with body dissatisfaction, and fearful attachment scores were positively correlated with bulimia in women. For men, secure attachment was significantly negatively correlated to drive for thinness, bulimia and body dissatisfaction.

The main purpose of this study was to determine the frequency of eating pathology in students who seek treatment at a university counseling center. The authors were also interested in determining if including the Eating Attitudes Test-26 in the demographic packet given to clients prior to their first session made it more likely that clients would mention eating disorder issues and that therapists would more often inquire about these issues. A total of 555 participants for the study were recruited from clientele visiting the counseling center of a large, Rocky Mountain university during the Spring 2000 semester. A significant increase in the number of clients diagnosed with an eating disorder occurred during the semester of the study.


This article focuses on research related to eating disorders experienced by women and the popular misconception that disordered eating occurs mostly among Caucasian women. The authors also includes a review of the research literature related to disordered eating among men, gays and lesbians, people with disabilities and those individuals from diverse ethnic and socioeconomic backgrounds.


This article describes a discussion of Marya Hornbacher's book, *Wasted: A Memoir of Anorexia and Bulimia*, held at a conference of counseling professionals. Reaction of attendees and implications for college counseling centers are mentioned.


The author provides an overview of the status of evidence-based practice for the treatment of students with eating disorders in college counseling centers. Addressed are research paradigms utilized, populations studied, treatment interventions, assessment, outcome measures, and considerations of the client’s culture.


This study examined whether and why females are reluctant to seek counseling for their eating disorder symptomatology. Research participants were 238 high school juniors and seniors who responded to the *Questionnaire for Eating Disorder Diagnoses, Attitudes Toward Seeking Professional Psychological Help – Short Form*, plus some additional questions drawn from the research literature.
Sixteen percent of the participants were diagnosed as eating disordered, and 33% were symptomatic. Only two of this group reported that they were currently in counseling and two others reported that they had sought counseling for their eating concerns in the past. The three most prevalent reasons given for not seeking counseling were: the problem wasn’t worrisome enough, I don’t believe that I have a problem, and I don’t want anyone to know.


Mutuality occurs when persons have the ability to experience the feelings and thoughts of another while still maintaining a sense of one’s own feelings and thoughts. This study attempts to demonstrate that low mutuality is related to eating disorder beliefs, attitudes and behavior. The authors used a convenience sample from two large universities in the Midwest and the West who completed questionnaires (*Family Emotional Involvement and Criticism Scale or Mutual Psychological Development Questionnaire; and Eating Disorder Inventory*), in exchange for course credit. The authors found that mutuality was significantly associated with eating disorder symptoms and behaviors.


This study sought to replicate among college students other investigations that reported negative associations between relational mutuality and self-silencing among female cancer patients. The authors also investigated whether a relationship exists between mutuality, self-silencing and disordered eating. Participants were a convenience sample who attended a small, public university primarily for women, located in the Southwestern U.S. The researchers collected demographic data from the participants as well as responses to the *Mutual Psychological Development Questionnaire*, the *Silencing The Self Scale*, and the *Eating Disorder Inventory – Second Edition*. Included among the findings was that high levels of relational mutuality are associated with low levels of self-silencing and the interpretation that some disordered eating behaviors are inversely associated with partner mutuality and/or positively associated with self-silencing behavior.

The purpose of this study was to examine daughters’ perceptions of paternal messages about food and weight to mothers and the effect of these messages and their frequency on attitudes about physical appearance of study participants. A convenience sample from a mid-sized, southeastern university completed the Eating Disorder Inventory – 2, and the Parental Eating and Weight Messages Survey, developed by one of the authors. The major findings included the discovery that participants with elevated eating disturbance and weight concerns and greater weight dissatisfaction, perceive that direct negative or unhealthy verbal messages about eating and weight have been communicated to them by their mothers. Perceived positive maternal statements about these issues was associated with a lower level of eating disturbance. Finally, a relationship between daughters; weight preoccupation and level of disordered eating was found.


The purpose of this study was to investigate the relationship between Bartholomew’s 4-category model of adult attachment and eating disorder symptomatology among college women. Bartholomew has developed a four-category model of adult attachment which she conceptualized as an interaction between the views of self and others. The four categories are: secure, preoccupied fearful and dismissive. Participants were a convenience sample of college women who received extra credit for their participation. Participants completed the Relationship Questionnaire and the Eating Disorder Inventory-2. Findings indicate that the four attachment styles are differentially related to disordered eating.


The authors discuss a protocol for the treatment of eating disorders designed to minimize client resistance. Clients are given the power to decide on the focus, timing and strategies used in therapy. Although the protocol has not yet subjected to empirical assessment, the authors report that anecdotal evidence is positive.

The purpose of this article was to provide an outline of a weeklong prevention program that is designed to educate students about sexual assault issues. Rationale for such a program, funding issues, programming ideas, marketing and organizational considerations are discussed.


Together with an extensive review of the related literature, the authors present six key issues to inform the practice of college counseling with students affected by dating violence. 1) Physical and sexual dating violence are common on college campuses; 2) Psychological dating violence appears to be more common than physical and sexual dating violence; 3) Researchers have identified individual risk factors for college student dating violence; 4) Certain relationship dynamics may make it more likely for dating violence to occur within college students’ relationships, particularly dynamics related to power and control; 5) College students who experience dating violence are more likely to tell friends about their experiences than they are to report the violence to counselors and/or law enforcement officials; 6) Violence may be overshadowed by clients’ other presenting problems presenting problems in college counseling centers. Future directions for practice and research are discussed.


This article provides those who may be called upon to assist victims of rape involving gamma hydroxybutyric acid (GHB). Properties and effects of the drug are discussed; best practices for providing victim support are described; and general guidelines for treatment of trauma victims are provided.


The literature related to sexual assault prevention programs was used to develop a sexual assault prevention program that incorporated successful elements from reported programs. Then the effects of the resulting program were assessed, especially the efficacy of the program in confronting rape myth attitudes. Participants were incoming college first year students who attended a small, Midwestern, private Methodist college. Participants were required to attend the sexual assault prevention program completed the Illinois Rape Myth Acceptance Scale – Short
Form as a pre and post-test assessment. Results indicated that the sexual assault prevention program decreased participants’ rape myth acceptance attitudes regardless of gender, age, race, or prior experience.


This article describes the pilot of an interactive dating violence prevention program that was presented to sorority and fraternity members by their peers. The program was evidence-based and designed to accomplish the following goals: 1) increase awareness of the way in which gender role stereotypes contribute to relationship violence; 2) identify forms of relationship violence; 3) present strategies to avoid relationship violence; 4) raise social responsibility surrounding the issue of violence in relationships. Pre and post audience evaluations revealed that participant stereotypical and misogynistic attitudes about dating violence decreased.


The authors investigated the relationship between relationship dependency, dating violence and relationship scripts. The authors suggest that “a script defines how an individual behaves, engages in decision making, and perceives his or her own behavior and the behavior of people with whom he or she interacts. They also point out that men and women seem to have very different scripts for their relationships.

Participants in their study included a convenience sample of female college students enrolled at a midsized southeastern university who completed Nelson’s Love Relationship Questionnaire and a modified version of the Conflict Tactics Scale. Thirteen scenarios dealing with relationship issues were used to examine interpersonal relationship scripts. Results support an association between relationship dependency and both dating violence and “immature and unhealthy” relationship scripts.


The purpose of this study was to explore the impact of interpersonal violence on college counseling centers and their clients and the disposition of cases involving various types of interpersonal violence. Participants were clients who were enrolled at a large, urban, Northeastern, private university. Archival intake and termination data for the period of one academic year were utilized.
Twenty percent of the clients reported experiencing either physical or sexual violence. Female clients were more likely than were male clients to report non-recent rape and physical abuse. Clients who had been in counseling previously were more likely than other clients to report non-recent rape and physical abuse at intake. The effect of other client and counselor variables on case dispositions is discussed.


The authors have integrated research and theory from the general literature related to the counseling of victims of sexual assault trauma, and applies it to interventions for victims who are college students. Provided in this article are a summary of clients’ reaction to sexual assault, and implications for counseling college students.


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

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


Two social psychological constructs that are influenced by social and peer influences in shaping men’s sexual and coercive behaviors are self-monitoring and pluralistic ignorance. This study investigated these two constructs to increase understanding of how sexually aggressive behaviors can be prevented among male college students. Self-monitoring describes the extent to which individuals manage expressive behavior and self-presentation. Pluralistic ignorance refers to assumptions about others’ attitudes or beliefs that are mistakenly considered to be correct.

Participants were a convenience sample of first and second year male residential students enrolled at a midsized, public Southeastern university. Participants completed the Self-Monitoring Scale, the Perceptions of College Student Behavior Scale, created by the authors, and the Sexual Experiences Questionnaire. Results suggested that self-monitoring style and
pluralistic ignorance may be significant social world factors in non-stranger sexual aggression. Implications for practice are discussed.


The purpose of this study was to estimate the prevalence of interpersonal partner violence at a small Midwestern university and to assess the need for preventative education and services for at-risk students. A convenience sample of student volunteers provided demographic information and completed an online version of the Revised Conflict Tactics Scale. Overall, 35.2% of the participants reported that they had been victims of physical violence in their intimate partner relationships at least once during college.


Interviews were conducted with a convenience sample of women enrolled at a public, Northeastern university and who reported that they had experienced a sexual assault by someone they knew. The purpose of the study was to examine the impact of the acquaintance rape and focused on three questions: 1) what influenced the decision to follow or not follow suggested procedure for rape victims; 2) How did the reactions of those to whom the sexual assault was disclosed influence its impact; 3) How has the rape impacted the victim?

After providing some contextual information gleaned from the interviews, the victims’ responses to the above questions are discussed in a well-written narrative that thoroughly reports the reactions of the survivors.


This study examines the extent to which traditional views of male and female sexuality describe the dating experiences of college students and the extent to which contemporary notions of mutual sexual desire and male sexual integrity characterize dating experiences. The authors investigated the extent to which male sexual drive discourse influences dating experiences of young adult college students. Participants were female and male upper class, undergraduate students who identified as being in a heterosexual dating relationship and who were enrolled at a large southwestern university. The convenience sample of students completed parallel measures under two different instructional conditions. In the first, participants were asked to indicate their experience with various themes that characterized dating relationships. In the second, participants were asked to indicate how much they would prefer these themes to be true of their dating relationships. A detailed discussion of the responses from this sample describing dating
behavior that seemed to indicate that men seemed to want to be less bound by traditional sexual scripts.


This paper is a review of the research literature related to the risk factors associated with the development of Posttraumatic Stress Disorder (PTSD) in response to sexual assault in women. A cognitive model of PTSD is described as it applies to victims of sexual assault, and treatment implications are examined. Limitations of the state of the PTSD literature are also discussed.


**Amanda, G. (2004). The Use of a Restraining Order in Dealing with Unmanageable College Students: A Commentary on “The Dean’s Restraining Order: ‘When Thou Art All the better Part of Me”’. Journal of College Student Psychotherapy, 13-17.**


This trilogy of opinion relates to the role of administrative and legal intervention as a means of dealing with difficult romantic relationships among college students, especially ones in which the parties disagree whether or not the relationship should be terminated. This is an interesting case study dealing with a problem not uncommon on most college campuses.

**Subtheme (A4)**


The authors discuss a new instrument that they developed, the Academic Rational Beliefs Scale (ARBS) that is designed to assess the degree to which a student’s cognitions might be contributing to his or her academic issues. Their reported study was designed to extend previous research related to unrealistic or irrational beliefs by identifying specific rational and irrational academic beliefs held by college students and translating them into an exploratory measure of academic beliefs along a rational-irrational continuum. The procedures that were used to develop and validate the ARBS are described.


The authors report the results of their exploration of the efficacy of an academic counseling approach for students in academic jeopardy. The research design involved identifying those
students who were in academic jeopardy and enrolled at a medium-sized, rural, Northeastern university. Four hundred and fourteen students were so identified and were directed, by the Provost’s Office, to schedule academic counseling through the university counseling center. Results of this preliminary study revealed that students in academic difficulty who participated in academic counseling offered by professional counselors demonstrated significant increases in overall GPA after one semester of intervention.


The Counseling Liaison model is described as an effective means to implement developmental advising. Developmental advising acknowledges that the advising process encompasses more than academic issues. During an advising session that is grounded in a developmental framework, a student’s personal issues are also addressed. There is also a focus on the student’s involvement in all aspects of campus life. To provide additional support for advisees, professional advisors are assigned to work with particular academic departments. In this way they are more likely to develop a rapport with both students and departmental faculty. Interventions that counseling liaisons can achieve with academic programs are discussed.


How can counseling professionals provide the support necessary for the growing number of nontraditional students who are attending open-admissions institutions? The author first describes a variety of models and interventions that have worked and concludes that their efficacy depends upon the size, type and composition of the institution. She then describes an outreach framework that uses counseling and social work methods and provides the means for comprehensive student interventions.


Data demonstrating that services provided by college counseling centers has a positive impact on retention can be utilized to underscore the efficacy and contributions the center makes to an institution. This article reviews recent studies that relate to the relationship between counseling, academic success and graduation rates. The author has organized the article in four categories: 1) studies that investigated the relationship between counseling, but do not clearly indicate whether counseling was oriented toward academics, personal issues, or both; 2) whether the article reviewed was focused on primarily academic or primarily psychological counseling; and articles that were not focused on counseling per se, but were deemed relevant to the relationship of counseling, academic success and graduation rates. The author concludes that the limited number of studies that have been accomplished related to this subject, in general, demonstrate the positive contribution that counseling makes to student retention.

This article reports an investigation of the premise that study skills and attitudes about achievement are more significantly correlated with academic performance than more widely used predictors such as ACT test scores. Academic success was defined as GPA and retention. The relationship between success and learning and study skills, attitudes about college and beliefs about control and responsibility for academic achievement. The authors used a convenience sample that completed the Gibb Experimental Test of Testwiseness, LASSI, and the short form of the Intellectual Achievement Responsibility Questionnaire. The results of this study revealed that only GPA had a significant and direct effect on attrition.


The authors define Person-Environment (P-E) fit as a measure of a person’s general sense of belonging within a particular environment and adjustment as whether or not students believe that life changes need to be made in order to get the most out of their college experience. They hypothesized that majority students would experience higher levels of P-E fit than would minority students as measured by the Psychosocial Adaptation for Cultural and Contextual Correspondence Revised Inventory subscale score.

A convenience sample of first-year undergraduate students attending a mid-sized Southwestern, public university. Results indicated that for their sample, the authors found that first year, White students perceived higher levels of P-E fit than did first year minority students. Significant differences in found in their perceptions of adjustment. Implications for counseling practice are discussed.


The authors explored the relationships between personality, perceived social support, and college adjustment among first-semester college freshmen who were enrolled at a large, Midwestern, public university. Participants formed a convenience sample that completed the 16PF Fifth Edition, the Student Adaptation to College Questionnaire, and the Social Provisions Scale. Perceived social support was identified as a critical correlate with first semester student adjustment. Results of this study found that first year students with low emotional stability, low
social boldness, and higher abstractedness are less likely to perceive having social support and thus more likely to experience difficulty in adjustment to college.


The authors point out that several studies of college students have shown that, often, non-academic variable predicts academic success more accurately than academic variables. Psychosocial variables have consistently predicted college student adjustment. The purpose of the studies that they report in this article was to identify which psychosocial factors predict college adjustment.

Convenience samples were drawn from two universities: a midsize institution in the Southwest and from a smaller institution in the North-central U.S. Findings indicated that two of the primary contributors to overall college adjustment were found consistently in the two samples. These two factors were academic self-confidence and positive attitude toward the institution.


The purpose of this study was to explore the association between self-efficacy and two academic outcomes, GPA and college adjustment for fist-generation college students. Participants were entering first year students at a private, west coast liberal arts university who completed a modified version of the College Self-Efficacy Instrument (CSEI), and the Student Adaptation to College Questionnaire (SACQ). Results indicated that, for this sample, non-first generation students did perform better academically than did first generation students. Level of self-efficacy measure for the sample was significantly higher for the non-first generation segment of the sample. Most significantly, the level of self-efficacy as measured at the beginning of the first year is predictive of later college adjustment.


This study reviewed the structural and concurrent validity evidence for the Academic Competence Evaluation Scales – College Edition (ACES-College). ACES-College is a self-report measure designed to assess a student’s self-perception of academically relevant skills and behaviors. The author begins with a review of empirical literature that deals with academic competence, and concludes that this term is often confused with academic performance and academic ability. The ACES-College uses a working definition of academic competence.
consisting of skills, attitudes and behaviors that contribute to academic success.

A national and diverse sample of students was utilized from diverse institutions located in 13 states. The sampling plan was designed so that the sample would include a large percentage of students with learning disabilities because the ACE-College is primarily intended for students at risk for or already experiencing academic difficulty.

When results were compared with student current and cumulative GPA, the author concluded that the ACES-College scores are moderately correlated with these indicators of academic performance. Results also indicated that the instrument is composed of 2 scales – Academic Skills and Academic Enablers – each with multiple subscales.


The College Maladjustment scale (Mt) for the Minnesota Multiphasic Personality Inventory (MMPI) is designed to discriminate between emotionally well-adjusted and emotionally maladjusted college students. In this study, a convenience sample was utilized of students enrolled at a Midwestern university completed the Student Adaptation to College Questionnaire (SACQ), the MMPI-2 (Mt) plus items from the MMPI-2 L scale. The authors concluded that significant negative correlations existed between the Mt scale and the SACQ scores, indicating that the Mt scale measure maladjustment, especially maladjustment in college students.


This phenomenological study examined the question of how college students cope with and adjust to the move away from the parental home to a new residential setting and whether the transition precipitated homesickness. Participants were 27 first year undergraduate, resident students attending a university in the New York metropolitan area who lived at least 50 miles from campus. Students who lived further away reported greater homesickness and made more visits home than did those whose parents live closer. Other variables that correlated with homesickness or its absence are discussed.


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

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


This case study presents the conceptualization, course of treatment and outcomes for a male student presenting for counseling with depression. A review of various treatment options are provided.


Use of a reliable and valid screening assessment for detection of depression can reduce the risk of subsequent, major depressive episodes. One widely used instrument used for screening purposes is the Self-Rating Depression Scale (SDS). This study investigated the psychometric properties of the SDS using a racially diverse sample of college student clients. Moderate support for use of the SDS was provided by the results.


The objective of this study was to examine the contributions of personality factors, coping resources, appraisals of life events, and gender to the experience of anxiety and depression among university students. A convenience sample of university students enrolled in undergraduate courses at one of three universities in the southeast, southwest and northwest. Participants completed the Self-Master Scale (SMS), the Generalized Self-Efficacy Scale (SES), the Life Orientation Test (LOT), the Basic Adlerian Scales for Interpersonal Success (BASIS-A), the Life Experiences Survey, the Coping Resources Inventory for Stress (CRIS), the Spielberger Trait Anxiety Inventory, and the Beck Depression
Inventory. A structural equation model was generated with good fit, meaning that negative life events and coping resources were mediated by a common distress factor. Personality variables were associated with anxiety, which had a direct relationship to depression.


Rejection sensitivity refers to fearful expectations of, bias toward perceiving and intense reactions to potential rejection. The current study examines the comparison of differences and similarities between genders related to rejection sensitivity and its relation to depression. A convenience sample of undergraduates who attended a public, medium-sized, Midwestern university completed the Rejection Sensitivity Questionnaire (RSQ) and the Center for Epidemiologic Studies Depression Scale (CES-D). Research results were modest, and not correlated with gender, but verified previous findings of a relationship between rejection sensitivity and depression.


This study examined the independent and interactive contributions of role balance and adult attachment orientations to depressive symptoms. Participants came from a convenience sample of college students enrolled at an urban university in the southwest and who acknowledged involvement in a romantic relationship. They completed a brief demographic questionnaire, the Role Balance Inventory (RBI), and the Avoidance and Anxiety subscales of the experiences in Close Relationships Scale (ECR). Results indicated no gender differences in Role Balance scores, nor did race/ethnicity differences in these scores. However, adult attachment orientations, particularly attachment avoidance interacted significantly with students’ role balance levels to predict their depression scores.


This article provides an extensive examination of college student suicide from the perspective of age, gender and race. Other studies have shown that college students take their own lives at a much lower rate, perhaps as much as half the rate, as do their non-college peers. It is also known that there is much inter-institutional variability among student subpopulations. After an extensive review of the literature, this study concludes that schools with large graduate, male populations can expect increased rates of completed suicide. And, Asian students, particularly Asian foreign students, are at increased risk for suicide. Those responsible for providing proactive measures should consider risk factors for subpopulations of their student body.

The author provides a critique of the Stephenson, Beliss and Balliet article. He concludes that their paper does not provide an adequate, complete and adequate summary of our present knowledge of completed suicide, The article attempts to redress the shortcomings identified by the author.


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

Subtheme A (6)


This study sought to clarify the relationships among status as an adult child of an alcoholic (ACOA), irrational thinking, and anxiety and career indecision. A convenience sample of college students attending a Midwestern community college completed the Children of Alcoholics Screening Test (CAST), the Career Decision Scale (CDS), the State-Trait Anxiety Inventory (STAI), the Irrational Beliefs Test (IBT), and My Vocational Situation (MVS). Results included significant relationships among irrational thinking, trait anxiety and career identify for ACOAs suggesting that career indecision may be more chronic and problematic for ACOAs than for non-ACOAs.


This study examined relationships between current parental attachment and cognitive appraisals of conflict involving one’s mother (or surrogate) and similar appraisals involving one’s father (or surrogate). A convenience sample of undergraduates attended a 2-hour survey administration session where they completed a form designed to collect demographic information, the Inventory of Parent and the Peer Attachment (IPPA). Appraisals of conflict with parents were found to be related to levels of attachment and gender.

The purpose of this study was to investigate whether college students who self-identify as having been raised in a substance-dependent home when compared with college students who do not report such a home environment are more likely to have a substance-dependence problem, be defensive, and manifest symptoms of codependency. Participants completed the Substance Abuse Subtle Screening Inventory – Third Edition (SASSI-3) No differences between the two groups were found for any of the dependent variables.


This study examined the influence of family cohesion and adaptability on college students’ trauma symptoms and psychological well-being. Participants were undergraduate students enrolled at a large southern university who completed the Family Adaptability and Cohesion Evaluation Scales (FACES-III), L.A. Symptoms Checklist (LASC), and the Scales of Psychological Well-Being. Results suggested that gender and ethnicity do not contribute significantly to an explanation of trauma symptoms and psychological well-being. Family cohesion and adaptability did show a significant influence on these two variables.


The goal of this pilot study was to validate the three parts of the Alienated Family Relationship Scale (AFRS). Participants were Canadian undergraduate students who were enrolled at a Canadian university. Results suggested good reliability, as well as convergent and construct validity for this instrument.


This study explored the impact on college students and their families when a change in family composition occurs. Also considered were the factors contributing to changes. A convenience sample consisting of students enrolled at a large public university located in the Southern U.S. provided demographic information, and completed the Sense of Coherence (SOC), the Los Angeles Symptoms Checklist (LASC), and the Ways of Coping (WOC). Results indicated that there were no significant differences between the students who reported a change in their family composition and those who did not.

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

Subtheme A (7)


This study investigated whether overall level of adult attachment security contributes unique variance to the prediction of self-esteem and depression among maladaptive perfectionists. A convenience sample of college students who were enrolled at a large, public, university located in the north central U.S., completed the Multidimensional Perfectionism Scale (MPS), the Adult Attachment Questionnaire, and the Center for Epidemiological Studies-Depression Scale (CES-D). Findings indicated that students’ current level of attachment security may function to either lessen or intensify the negative effects of maladaptive perfectionism on self-esteem.


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

The authors of this article tested two hypotheses: 1) that consistent with an overgeneralized and inflexible pattern of self-critical appraisal, maladaptive perfectionists would demonstrate a less developed epistemic style than adaptive perfectionists; and 2) that adaptive perfectionists would demonstrate a more sophisticated style than either maladaptive perfectionists or nonperfectionists. Nonperfectionists endorsed a less complex personal view than either maladaptive or adaptive perfectionists, while maladaptive perfectionists demonstrated a more relativistic view than either adaptive perfectionists or nonperfectionists.


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


The purpose of this study was to investigate the relationship between multidimensional perfectionism and locus of control. A convenience sample of undergraduates completed the Almost Perfect Scale-Revised (APS-R) and Locus of Control Scale (LOCS). Results of the study indicated that adaptive perfectionists and maladaptive perfectionists had significantly higher levels of internal locus of control than non-perfectionists. Maladaptive perfectionists had significantly higher levels of external locus-powerful others than both adaptive perfectionists and non-perfectionists.

This study investigated the relationship between the dimensions of perfectionism and self-efficacy. A convenience sample of undergraduates enrolled at a mid-sized Midwestern university provided demographic information and completed the Almost Perfect Scale Revised (APS-R) and the Self-Efficacy Scale (SES). In this study adaptive perfectionists had higher levels of both general and social self-efficacy than non-perfectionists. Adaptive perfectionists had higher levels of self-efficacy than maladaptive perfectionists.


The authors of this study hypothesized that adaptive perfectionists would score higher on scales that measure healthy expressions of narcissism and belongingness. A convenience sample of undergraduates enrolled in classes at a midsized Midwestern university completed the Almost Perfect Scale-Revised 9 APS-R), the Social Connectedness Scale (SCS), the Social Assurance Scale (SAS), and the Superiority and Goal Instability Scales (SGIS). Results indicated that adaptive perfectionists expressed higher standards yet experienced only moderate distress when mistakes were made and personal standards were not met. Maladaptive perfectionists indicated that they possessed high standards and were highly self-critical when mistakes were made and had excessive concerns about making future mistakes.

Subtheme A (8)


This article reviews research findings related to adults with ADHD, outlines empirical solutions to utilize in diagnosis, and provides new effect size data for selecting screening instruments.


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

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


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


After an extensive review of the literature related to Attention Deficit Hyperactivity Disorder (ADHD), this study identified factors associated with academic success among a sample of college students with ADHD. Participants were students who had been diagnosed with ADHD and who were enrolled at a selective liberal arts college located in the eastern U.S. Participants, voluntarily provided demographic information and completed the Adult Behavior Rating Scale-Self Report (ABRS-IV Self), the Coping Resources Inventory for Stress 9 CRIS), and the Symptoms Checklist-90-R (SCL-90-R). Results indicated that overall availability of coping resources differentiated academically high-achieving ADHD participants from those who were less academically successful.


This article examines the experiences of adults with undiagnosed learning disabilities and focuses on how this condition impacts human development and behavior.


This qualitative study examined the experiences of eight college students. Common to each of the eight was an emphasis on the desirability of early diagnosis and of having general education instructors knowledgeable and sensitive to those in their classes with this type of disability.
Subtheme A (9)


This article reviews self-injurious behavior, theories related to causality, role of counseling in the treatment of clients who have engaged in self-injurious behavior, preventative outreach, education and advocacy intervention strategies.


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


The authors of this study utilized structural equation modeling to investigate the role of affect regulation on attachment and deliberate self-harm. A convenience sample drawn from students enrolled at a public university in the Pacific Northwest completed the Attachment Style Questionnaire (ASQ), the Affect Regulation Scale (ARS), and the Deliberate Self-Harm Inventory (DSHI). Results suggested that affect regulation mediates the relationship between attachment and deliberate self-harm in college students.


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


The authors review an overview of self-injurious behavior, reasons for this type of behavior suggested by previous research, and provide alternatives that might be helpful to counselors when working with clients who self-injure.


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

Subtheme A (10)


This article reviews Dissociative Identity Disorder diagnostic criteria, introduces assessment strategies useable during intake and subsequent counseling sessions and present case illustrations.


This study sought to clarify the relationship among dissociation, coping strategies, and childhood abuse experiences of female college students. The primary research question was: do types of coping mediated or moderated the relationship between childhood abuse and dissociation? Participants were drawn from a convenience sample of female college students who were enrolled at a large university in the southeastern U.S. They completed the Coping Strategy Indicator (CSI), the Dissociative Experiences Scale (DES), and the Child Abuse Trauma Scale (CAT), Negative home environment was found to be a stronger contributor to dissociation than physical abuse and sexual abuse among the participants. Unlike the findings of previous related studies, no significant relationship was found between sexual abuse and dissociation, but avoidance coping was significantly and positively related to sexual abuse. Although coping styles had no mediation effect, findings of this study were that coping style does positively moderate the relationship between physical abuse and dissociation.

Research describing the sleep habits of U.S. college students seems to indicate that they are sleeping for a decreased period of time and reporting an increase in sleep disorders. This article reviews the research and provides information about sleep, disordered sleep and suggests that there is a requirement for college counselors to become more knowledgeable about therapeutic approaches to sleep issues so that they are able to address assessment and treatment of the negative effects of sleep loss and sleep disorders.

The authors of this study sought to determine if types of coping mediated or moderated the relationship between childhood abuse and dissociation. A convenience sample consisting of female college students who were enrolled at a large, southeastern university completed the Coping Strategy Indicator (CSI), the Dissociative Experiences Scale (DES), and the Child Abuse Trauma Scale (CAT). Results provided support for theoretical links between three types of child abuse experience (sexual abuse, physical abuse and negative home environment) and coping style and dissociation.


In this article, the author provides a review of the literature that is related to sleep disorders, provides an explanation of the basics of sleep and discusses implications for a college-age population.


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

First, the authors review evidence of the negative impact computer and Internet technology may have among some individuals. Interviews with two self-identified frequent Internet users are presented. These cases illustrate how interactive technologies engage users psychologically and how this use may prompt both adaptive and maladaptive behaviors among college students.


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

Subtheme A (11)


This study examined: 1) the relationship of the ability to empathize and overall wellness; and 2) the relationship between perceived social support and overall wellness; and 3) the relationship of total wellness, empathy, and social support network measures. A convenience sample of undergraduates enrolled in a midsized public university in the Midwest completed the Wellness Evaluation of Lifestyle, the La Monica Empathy Profile, and the Norbeck Social Support Questionnaire. Results did not support the assumption implicit in the study’s design that a college student’s wellness could be predicted by a sociological variable, perceived social support and a psychological variable, empathic ability.


The purpose of this study was to explore the association between having body modifications such as tattoos and body piercings and psychological symptoms in a sample of college students. A convenience sample of undergraduates enrolled at a major university in the southeastern U.S. completed the Beck Depression Inventory-II, and the State-Trait Anxiety Inventory – Trait version. Sixty five percent of the sample indicated that they had more than one tattoo or piercing.
and considered to have a body modification for the purpose of this study. Results revealed that those with body modification had higher prevalence of depression and anxiety.


This study examined the relationship of first generation college student (FGCS) status and psychological well-being. A sample of students enrolled at a public, west coast university completed the Rosenberg Self-Esteem Scale, the College Self-Efficacy Inventory, the Social Support Appraisals, and the Stress subscale of the Rhode Island Stress and Coping Inventory. After controlling for the effect of race/ethnicity, results indicated that FGCSs scored significantly lower in academic self-efficacy and reported more somatic symptoms than did those who were not first generation students. Self-esteem, perceived support from family and perceived support from friends were found to be significantly and positively associated with students’ well-being. Findings indicated that generational status moderated the link between support from family and stress.


The authors advocate that to provide a comprehensive evaluation of clients seeking psychological treatment, assessment should expand to include other criteria in addition to psychological symptoms, such as well-being and life functioning. The purpose of their study was to compare samples of college counseling center clients and college students not in counseling on type of problem, well-being, psychological symptoms, life functioning, and global mental health. A convenience sample of undergraduate students enrolled a mid-Atlantic liberal arts college completed a problem check list, the Psychotherapy Outcome Assessment and Monitoring System- College Counseling Center Version, and the Well-Being Psychological Symptoms. Results indicated that counseling center clients presented different patterns of problems compared to their non-client counterparts. Differences between the groups were also found on severity of well-being, psychological symptoms, life-functioning and global mental health measure.


Universal-Diverse Orientation (UDO) refers to a positive social attitude toward other people that involves the simultaneous appreciation of both the similarities and differences that exist between oneself and others. The primary purpose of this study was to assess the relationships between UDO and other aspects of wellness. A convenience sample of undergraduates enrolled at a large,
Midwestern university completed the Millville-Guzman University-Diversity Scale, Short Form, the Self-Efficacy Scale, the Automatic Thought Questionnaire-Positive, the Life Orientation Test, the COPE scale, the Rosenberg Personal Esteem Scale, the Collective Self-Esteem Scale, and the Social Connectedness Scale. Results indicated that UDO is a social attitude significantly linked with several aspects of well-functioning, particularly those related to positive attitudes or beliefs toward self and others. Belief in oneself as a competent person was the primary predictor of UDO.

Subtheme A(12)


This study explored the relationship between relational patterns and psychological distress in college women and men from the perspective of the relational-cultural model. Participants were students who presented for intake appointments at a college counseling center located at a large, Midwestern university and who completed the Outcome Questionnaire-45, the Relational health Indices, the Family Experiences Questionnaire, and who provided demographic information at intake. The results supported the notion that relational health would predict psychological distress and that men and women would show different predictive patterns.


The authors designed this study to test the relationship between codependency and various personality characteristics in college students. A convenience sample consisting of undergraduate students enrolled at a large, southeastern university completed the Codependency Checklist, the Self-Defeating Inventory, the Narcissistic Personality Inventory, the Narcissistic Injury Scale, and the Adapted Bartholomew Romantic Attachment Style Inventory. Results provided preliminary evidence supporting the conceptualization of codependency as a personality organization that exhibits predictable characteristics and inclinations that may complement overt narcissism.


This was an exploratory study designed to examine self-reported symptoms of social phobia among a sample clinical and non-clinical respondents. A convenience sample of students attending a large, Canadian university completed the Social Phobia Inventory. Both the clinical and non-clinical samples scored in the high range indicating no difference in social phobia symptoms between the two groups.

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

**Subtheme B (1)**


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


This article reports the results of a project designed to provide support for African American and Latino Adult Learners enrolled at a public university in the eastern U.S. Components of the program are described and results of the program evaluation are discussed.


For the purposes of this study a multiracial person was operationally defined as someone with two or more socially distinct racial heritages – one or more from each parent. This article reports the results of qualitative preliminary research involving members of a multiracial campus support group consisting of undergraduate multiracial students enrolled at a private, Midwestern university. Common themes included: 1) race is an ever-present issue; the difficult task of identity development is compounded by the fact that most people, including their parents, do not know what it is like to be multiracial; multiracial identity development is a complex process. Implications for counselors and others who provide student support are discussed.

The impostor phenomenon (IP) has been used to describe individuals who are unable to internalize accomplishments, have a fear of failure, and attribute success to external factors rather than internal characteristics. This study investigated attachment and entitlement as predictors of IP. A convenience sample of female graduate students completed the Clance Impostor Phenomenon Scale, the Entitlement Attitudes Scale, and the Experiences in Close Relationships Scales-Revised and provided demographic information. Results indicated that attachment and entitlement were found to be significant predictors of IP in female graduate students.


The authors review the literature related to counseling and psychology’s view of the understanding and treatment of women. Their review and recommendations, included a critique of traditional models of mental health, a critique of standard assessment procedures, implications for individual practice, recommendations for college counseling centers as social change agents and implications for further research.


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


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

Their study explored the impact of gender and ethnicity on preferences for a counseling approach that focuses on the individual versus an approach that incorporates familial and relationship responsibilities in the client’s life. A convenience sample of students listened to audio tapes fabricated to depict counseling sessions designed to reflect basic theoretical and practical differences associated with two counseling approaches: relational-focused and individualistic. Participants provided demographic information and completed the Counselor Rating Form-short Version. Results indicated that neither gender nor ethnicity was associated with preferences for a counseling approach.


This study investigated whether gender of the observer of incidents sexual harassment and race of the harasser influence perception of an ambiguous sexual harassment event. A convenience sample of students who attended a mid-sized, southeastern, public university, provided demographic information and read a vignette depicting a possible sexual harassment situation and completed a 25-item survey that required students to make value judgments about the woman’s and the man’s behavior. Significant gender-based were found in the perception of the scenario. Significant differences by race of the harasser were not revealed.


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

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


The authors review research related to the psychological issues experienced by Asian Pacific American (APA) students. They describe two group format interventions appropriate for this population of college students, one initiated at Brown University and the second at Duke. Brief excerpts from student evaluations are included.


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


This author of this study investigated the relationships among the racial identity development status levels of Native American college students and their preferences for counselor role. A combination of survey and convenience sample of Native American students provided demographic information and completed the Psychotherapy Expectancy Inventory-Revised, and
the People of Color Racial Identity Attitude Scale. Participants indicated that they preferred a relationship-giving counseling style and only moderately preferred an advice-giving style.


The author discusses traditional Native American Indian values, interpretation of mental health concepts, indigenous healing practices and process concerns in counseling as implications for counseling practice.


This essay describes the means by which counselors can reduce the alienation felt by students of color attending a predominantly White institution (PWI). Institutional barriers, community barriers, and recommendations are made that the author believes will increase the likelihood of success for students of color who attend PWIs.


The underutilization of mental health services by people of color is documented in the research. The purpose of this study was to predict use of counseling services by students of color and by White students. Variable examined for predictive value included problem severity, gender, and generational status. Participants were ethnic minority and White students who attended a private university located in northern California and who completed a questionnaire designed for this study. No significant differences in use of services were found between Asian/Pacific Islander, Latino/Hispanic and White students. Within group use was predicted by problem severity for all groups. Females for all groups except Latino/Hispanic also predicted use of the counseling center.

This study examined the relationship between racial identity and psychological symptoms among African American students attending a historically Black University (HBCU). A convenience sample of students enrolled at an HBCU in the mid-Atlantic region of the U.S. provided demographic information and completed the Black Racial Identity Attitude Scale (RIAS-B), and the Brief Symptom Inventory (BSI). Findings indicated that racial identity was independent of psychological distress, suggesting that African American students’ racial identity predicts psychological distress only in setting in which they are the minority.


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


The author describes a counseling group for Black female students enrolled at a predominantly White institution and designed to provide a coping mechanism with feelings of isolation. The article provides a description of the design of the group, and an assessment and recommendations.


This study examined the relationship of perceptions of diversity to overall campus satisfaction, by race at an institution engaged in many diversity initiatives. A stratified random sample of first
and third year students attending a large, eastern university was mailed a 100 item survey that asked questions about cultural attitudes. Comfort in cross-cultural situations and respect for other cultures correlated with overall satisfaction with their college experience. The more Asian Americans, Hispanic Americans and Whites were aware of diversity, the less satisfied the less they reported satisfaction. Awareness of diversity was not related to overall satisfaction for African Americans.


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


The authors describe the format, content and outcomes of an experiential group that was established to facilitate women’s spiritual exploration and development.


A case study involving a Haitian-American student is used to illustrate culturally competent counseling in addressing the developmental stage of separation and identity development in the college student population.


The authors describe outreach strategies designed for multicultural students, and challenges faced by this student population. They use 3 case studies to how these challenges and strategies are operationalized.

This study examined whether specific functions of social support buffered the effects of stressful life events on symptoms of anxiety and depression for a convenience sample enrolled in classes at a Midwestern university. Participants completed the Life Experiences Survey, the Sexual Experiences Survey, the Interpersonal Support Evaluation List, the Symptom Checklist-90-Revised Scale, the State-Trait Anxiety Inventory, and the Structured Clinical Interview for DSM-III-R. Results indicated that general social support buffering effects were not consistently established. However, more specific functions of support did buffer the relationships between various types of life events and anxiety and depression. In this study, self-esteem support emerged as one of the most significant buffers of specific stressors.


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


In this article, the author addresses common countertransference reactions and reviews some major psychoanalytic research on cross-cultural and interracial psychotherapy.


This paper was presented as part of a panel that explored “Experiences in Working with the ‘Other’: Psychotherapy and Diversity”. It discusses counselor/therapist anxiety when called upon to work with those who appear to be visibly “other”.


This paper explores the causes of social phobia. The author suggests that the sensitivity to self-scrutiny common to social phobics can be exacerbated by the effects of longstanding racial bias. An illustrative case study is included.
This study was undertaken as action research in an effort to determine if additional time and resources should be expended to train therapists in multicultural sensitivity as a means of improving ethnic minority treatment outcome. Participants were clients who received treatment at a private, western university. Archival data were utilized to assess treatment outcomes for ethnic minority clients who were matched with a Caucasian client. Each group of clients showed improvement over the course of therapy. No differences in outcomes were found between any ethnic group and its matched group of Caucasians.


This paper was presented as part of a panel discussion on “Experiences in Working with the Other: Psychotherapy and Diversity”. What is the impact of discussing, as part of the initial client-counselor contact, differences in racial/cultural backgrounds. A clinical example is utilized to explore the issues involved.

Subtheme B (2)


Research indicates that international students studying on U.S. campuses, underutilize counseling services, even though many of them are at high risk for emotional stress. This article describes the design and procedure for forming an outreach support group for international students that have been successful at two northeastern universities.


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


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


This study examines the effects of culture of origin and permanence of relocation among international students. Three aspects are considered: acculturation attitudes, expectations of counseling, and types of support expected from counselors. Participants were students attending a 1-year program in a major Israeli university. They provided demographic information, a questionnaire designed by the authors to collect information about acculturation attitudes, selected items from the Expectations About Counseling – Brief Form, and another questionnaire designed by the authors to collect information about student expectations of counselor support. International students from English-speaking countries expressed higher expectations of counseling than did their counterparts from Russia.


This study compares American and Korean students’ expression of depression and help-seeking behaviors. A convenience sample was recruited from classes at a Korean and West Coast U.S., public university. Participants completed the Center for Epidemiological Studies- Depression Scale, and the Attitudes Toward Seeking Professional Psychological Help Scale. Findings support the premise that Korean students, more than Americans tend to express their psychological distress in terms of somatic distress, which they then seek medical help for. Korean participants expressed depressive affect in a manner similar to American participants. Korean participants also showed ambivalence toward the use of mental health services and the most distressed, who expressed their depression in physical terms, expressed the most reluctance to seeking professional help.

The authors argue that from an integrated health care perspective primary care is a crucial environment in which to provide mental health services, especially for international students. This case study describes one integrated health program on a college campus and the experience of an international treatment.


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


The authors investigated the effect of length of stay and cultural adjustment on self-reported mental health distress for Asian and Latin American international college students. A convenience sample of Asian and Latin American students who attended a predominantly White, northeastern university provided some demographic information and completed the Cultural Adjustment Difficulties Checklist (CADC), and the General Psychological Distress Checklist (GPDC). Results revealed that Latin American students reported significantly higher level of psychological distress compared to Asian participants. Greater length of stay in the U.S. was associated with lower levels of psychological distress among Asian and Latin American international college students.

This study’s purpose was to investigate the overall life satisfaction and help-seeking attitudes and behaviors of Turkish students studying in the U.S. Turkish students attending a higher education institution in Ohio one of four Midwestern states completed the Mental Health Information Questionnaire, the Attitudes Toward Seeking Professional Psychological help Scale, the American-International Relations Scale, and a background data questionnaire. Results indicated that, overall, Turkish students in this study reported a moderate to high degree of satisfaction with their lives in the U.S. Students who were the least acculturated were found to be significantly more likely to have difficulty in academic life, language, and medical health. Participants indicated that their knowledge about mental illness was based primarily on the media.


The authors investigated the relationship between the ability of emotional openness, distress level, sex, length of stay in the U.S. prior experience with counseling to predict international students’ attitudes toward seeking counseling. International students enrolled at a midsize southern, public university completed the Attitudes Toward Seeking Professional Psychological help Scale: 10-item version, the Emotional Openness Scale, and the Hopkins Symptom Checklist: 21-item version. Results indicated that participants who were more emotionally open, who were female, and who had received counseling previously possessed more open attitudes toward seeking counseling than other participants.


The purpose of this study was to examine the patterns and rates of counseling center use by international students. The use of counseling services at one center during a 5 year period were analyzed for the purpose with a focus on the presenting needs and patterns of use for international students. Results indicated that only a small number of clients during the five years of analysis were international students. Those who did present tended to have fewer than five individual counseling sessions. Many were no-shows. Relationship issues and depression were the most common concerns for which they sought help. Friends, campus physicians, counseling center brochures were the major sources of information leading to a decision to seek counseling.
Acculturation is defined as a process of cultural change that results from repeated, direct contact between two distinct cultural groups. Acculturative stress is a marked deterioration of the general health status of an individual that are explicitly linked to acculturation. The authors designed this study to assess the acculturative stress levels of international students and variable that can be used to predict these stresses. Results suggest that an increased level of English proficiency and social support will likely help students experience less acculturative stress. Findings from this study also indicate that Asian students may be more likely to experience acculturative stress.

Acculturation is defined as a process of cultural change that results from repeated, direct contact between two distinct cultural groups. Healthy perfectionism refers to the thoughts and behaviors of individuals who are high achievers, have realistic expectations, and derive satisfaction from hard work. Neurotic perfectionism refers to the disposition of individuals who irrationally strive for extreme, unrealistic levels of excellence and rarely feel satisfied with their accomplishments. The purpose of this study was to examine the relationships among perfectionism, acculturation, and stress in Asian international students.

International college students from Asia (no institutional data provided) completed the American-International Relations Scale, the College Stress Inventory, and the Frost Multidimensional Perfectionism Scale (F-MPS). Findings revealed that both perfectionism and acculturation predicted stress in these students and that together they explained 50% of the variance in stress, a large effect size. Acculturation predicted stress above the variance accounted for by perfectionism. The authors discuss implications for counselors.

This study examines utilization patterns for international and U.S. college students who used counseling services at a large, public university in the eastern U.S. Presenting concerns, diagnoses, GPA, living situations, sexual orientation, previous on-campus counseling, disposition, referral, premature termination rates, and mean number of sessions attended were similar between the two groups. International students were significantly more likely than U.S. students to have been hospitalized for psychiatric reasons, to have used crisis hours, and to express suicidal ideation. Other comparison between American and international student users of counseling services are also discussed.

Models of helping and coping (Brickman, Rabinowitz, Coates, Cohn & Kidder) are applied to an allocentrism-idiocentrism framework by the authors. The purpose was to understand the relationship between individuals’ group orientation and their preference for a model of helping. Participants were from a convenience sample and were born in the Republic of China and had resided in the U.S. for varying lengths of time. They were students at a medium-sized, urban university located in the Midwest. Participants completed the Suinn-Lew Asian Self-Identity Acculturation Scale, the Individualism-Collectivism Scale, the Help Vignettes, and provided the authors with demographic information. The prediction that participants high in acculturation would show greater endorsement than low-acculturated participants of those help models that stress high internal attribution of responsibility for problem solution was not supported.


This study investigated the presence of emotional disturbance among Japanese graduate students. Instruments included the Japanese version of the 30-item General Health Questionnaire, and demographic questions. The questionnaire was distributed randomly to 31 graduate schools from 12 university campuses in the Kyoto, Japan locale. Using the results from the questionnaire, the authors found 53% of graduate students suffering from emotional disturbance. Underlying causes for these issues are presented.


The authors of this article describe successful efforts to stimulate international students’ interests to access and participate in a support group counseling serve. Discussed are: getting started, structure of the group, group stages and process, group supervision, challenges and recommendations for future efforts.

This study was designed to determine the utilization rate of counseling on the campus of a large Eastern university and to understand the concerns among international students in order to identify relevant topics for outreach programming. International students who sought counseling at the university’s counseling center during one academic year completed a demographic intake form and a counseling center problem checklist. Results indicated underutilization of counseling services by international students at this university. The most common concern among the participants was depression, anxiety, loneliness, low self-esteem, and academic concerns including selection of a major/career area, getting good grades.

Subtheme B (3)


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


This study examined whether perfectionism and psychological distress, academic perfectionism and demographic factors were related to help-seeking attitudes among medical and dental students. Three groups of medical and dental students enrolled at a southern medical university participated: students not in treatment but clinically distressed, students in treatment, and students not in treatment and not distressed. They provided demographic information and completed the Brief Symptom Inventory, the Multidimensional Perfectionism Scale, Attitudes Toward Mental Health Treatment, and two scales designed to capture student concerns about seeking treatment at a university affiliated counseling center. Results indicated that medical and dental students were at a higher than average risk for psychological distress. More than half of the participants indicated that they might avoid seeking help through the university’s student counseling center due to lack of anonymity.

The great diversity among individual students – academic, financial, emotional, and place of origin often contrasts with assumptions of graduate school administrators – that everyone who is a graduate student can fit the same pattern.


The decision-making process for those who attend graduate school is multifarious. The assorted reasons and goals for attending are crucial to a comprehension of subsequent emotional problems.


This article describes support services that serve the following functions: welcoming the student during the transition into graduate school, living arrangements, financial support, and support for special populations, e.g., international students, health insurance, advising, and the transition from graduate school.


The developmental process and developmental issues for graduate students is unique. This article provides several vignettes that illustrate developmental issues typically experiences by students who are enrolled in graduate school.


Certain aspects of the graduate school experience can be especially challenging. Some of these include: gender issues, faculty-student relations, financial issues and postponement issues.


This article describes the diversity of graduate school populations including: older students, married students, minority students, and international students. This multifaceted profile should be considered by faculty and those responsible for designing graduate programs.

Graduate students are as prone to serious mental illness as other adults of similar age. Psychotic illness, substance abuse, personality disorders, and suicide are discussed.


Since the profile of graduate students is that of adults, a therapist working with a graduate student needs to maintain a developmental perspective in order to understand the symptoms and difficulties that emerge.


A graduate degree is a difficult undertaking and students may consider many reasons to abandon the effort. Some of these include: the dissertation, starting a family, stress, grades and reasons to leave a program unique to a particular discipline.


Institutional support in the form of advising and placement services is often needed by graduate students transitioning from a graduate program to their next stage of life.


Study at the doctoral level is academically challenging and stressful. This study sought to examine the perceived stress and related variable for doctoral psychology students taking their coursework online. Volunteers were solicited from those enrolled in a national distance education university. Participants provided demographic information and completed the Perceived Stress Scale, and the Adjective Check List. Perceived stress did not correlate with counseling readiness or gender.

Subtheme B (4)


The author provides a thorough review of related literature. Based on a feminist counseling approach, three areas for counseling focus are presented: 1) the belief that women’s personal difficulties are connected to the social, economic, and political context in which they live; 2) a
focus on the complex ways that people can both oppress and be oppressed; and 3) treat clients as experts about themselves and thus reduce the power differential between counselor and client.


The authors first present a discussion of how to define bisexuality, and how bisexual identity formation can be conceptualized, admitting that these are difficult tasks. Counseling issues and approaches and a treatment model are also discussed.


This article presents an overview of issues faced by LGB clients and counseling strategies that might be utilized with LGB students.


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


Research indicates a much higher use of counseling services by lesbian, gay, and bisexual individuals that do those who are heterosexual. Conversely, ethnic minorities characteristically underutilize counseling services. This article explores those clients who are both LGB and ethnic minorities with a focus on increasing understanding of clients’ worldviews, coming-out processes, acculturization processes, and culturally bound family dynamics and application of these to a presented clinical case.
Subtheme B (5)


This study was designed to empirically assess differences of wellness between traditional and nontraditional-age students. Participants were drawn from a convenience sample who attended classes at a midsize university in the Midwest and who completed the Wellness Evaluation of Lifestyle (WEL). No significant differences in wellness were found between the groups.


This article reports the results of an investigation of a career counseling workshop that focused on the career decision-making self-efficacy of non-traditional age students. Workshop participants were enrolled at a large southeastern, public university and completed the Career Decision-Making Self-Efficacy Scale (CDMSES). Participants were randomly assigned to either an experimental treatment group or a delayed-treatment control group. Results suggested that the workshop improved their career decision-making skills of non-traditional college students.


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


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

This cross-sectional study examined and self-efficacy patterns among adult college students. Participants were a convenience sample of undergraduate adult students enrolled in an accelerated degree program at a midsize research institution. Participants who were at the beginning of their program reported that they received more emotional support from their families than those who were nearing the conclusion. Those just entering their studies reported a greater sense of self-efficacy related to homework and library use than those who were about to graduate. However, those near the end of their program reported significantly higher estimations of their ability to produce quality papers, make oral presentations, and synthesize complex ideas.

**Subtheme B(6)**


Student athletes can present normal developmental issues when seeking counseling services. However, these students must cope with additional influences in their daily college lives that may influence their emotional well-being. This article reviews the environment of the student athlete and its effect on these students who may become clients. The authors cover the various systems that influence the student-athlete: the NCAA, colleges and universities, athletic departments, teams, bias in sport- including bias related to gender and culture, and implications for working with college student athletes.


Student athletes represent a unique, clearly identifiable, college student population. The authors examine the effectiveness of a wellness approach for working with this group of students. A study was conducted to investigate whether differences exist in wellness between student-athletes and non-athletes. Participants were recruited from a convenience sample consisting of students who had enrolled in required counseling services courses. Participants provided demographic information and completed the Five Factor Wellness Inventory. Non-athletes reported higher levels of wellness than did student-athletes. Implications for college counseling are discussed.

Because there is no guiding theory to support student athletes’ psychosocial development, college counselors feel unprepared to assist this special student population. The authors use the developmental model proposed by Chickering as a framework for assisting student clients who are athletes.

Subtheme C


Research indicates that increasing students entering college are diagnosed with or will experience symptoms of a severe mental disorder. This article describes a comprehensive, campus-wide program using multidisciplinary teams developed at a small, private liberal arts college. The program’s goals were to educate the campus about mental illness as it affects the college student population, provide guidance about the means to interact with students experiencing psychological distress, and to provide information about available resources available to deal with this population, if needed.


This article reports the results of their attempt to address issues of social justice in the context of their counseling. They discuss scholars who have influenced their work, their framework and principles of social justice that they applied to their work, and implications for practice.


Many students seek assistance at college counseling centers because they are experiencing academic difficulties. A major predictor of student academic success is their use of self-regulated strategies – the way in which they monitor and adjust their own learning process. The author provides a description of self-regulated strategy use (SRSU), the means available to assess SRSU, including instruments and semi-structured interviewing.

Assessment of counseling outcomes is essential in the current higher education environment of accountability and cost-benefit analysis. Hope has been identified as a necessary component of mental health and desirable outcome of the counseling process. The purpose of this preliminary study was to evaluate whether hope improves over the course of the counseling process and to identify future directions for related research. Participants were students at a Midwestern college who presented for counseling and who provided demographic information and who completed the Hope Scale. Individual counseling was associated with increases in clients’ level of hope or goal-directedness.


Client expectation of counseling affect the length of counseling, satisfaction and their improvement as a result of the counseling experience. This study examined the relationships between depression, hopelessness, actual-ideal self-discrepancies, and clients’ expectations about counseling. Participants were student volunteers drawn from those who sought counseling from a counseling center at a large, private university. They provided demographic information and completed the Expectations About Counseling (EAC) questionnaire, the Psychotherapy Expectancy Inventory (PEI), the Beck Depression Inventory (BDI), and the Hopelessness Scale. Findings indicated that as levels of hopelessness decreased, expectations of improvement from counseling and personal commitment to counseling rose. Among graduate students, but not undergraduates, those whose actual selves and ideal selves were closely matched expected more nurturance from counselors.


This study was designed to examine the views of college counselors as the related to the beliefs and practices regarding the use of spiritual/religious issues and techniques in counseling. Participants were respondents to a random sample who completed a survey asking questions about this topic. Generally, participants were favorably disposed toward discussing and engaging in a variety of religious and spiritual issues and practices as part of the counseling process. Many voiced ethical concerns about unduly influencing clients’ values related to their spirituality, during the counseling session. Implications for practice are discussed.

Individuals who are Deaf compose a distinct cultural community. The purposes of this article are 1) to inform college counselors about some of the issues confronting Deaf college students; and 2) to provide suggestions regarding appropriate assessment procedures and intervention strategies when assisting students from this cultural minority. A case illustration is presented.


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


Given the likelihood that college students will encounter some type of traumatic event, it is important for college counselors to consider both long-term initiatives and crisis management interventions that can be implemented in the event of a disaster. A case study and the Conservation Resources model are utilized by the authors to frame a suggested course of action for counselors to use when providing support in the wake of a disaster.


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

Therapeutic writing is a means to cope with stressful events and involves writing about the thoughts and feelings surrounding the event. The authors describe the advantages and limitations of this counseling technique. They suggest that one way for counselors who wish to engage clients with therapeutic writing is to simultaneously provide them with inspirational sayings or quotations and have the client reflect on the quotations as they write about their own difficulties.


The author describes the design, rationale and logistics for a Yoga for Stress Management Program (YSMP) that served as a complementary alternative therapy resource at a midsize, predominantly undergraduate university.


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


James Pennebaker and colleagues have found journal writing to be an effective tool in improving physical health. This study used Pennebaker’s journaling technique to attempt to reorganize and restructure clients’ thoughts and emotions about their body image. Participants were recruited via an email sent to all female students at a mid-sized, southeastern, public university. An experimental group of participants wrote about their body image while a control group wrote about their bedroom. No significant differences between the experimental and control groups were found.


This article is a description of a therapeutic intervention for a woman entangled in a subtly abusive marriage that recreates her childhood deprivations.

This paper provides an extensive review of the characteristics and effects of Attention-Deficit Hyperactivity Disorder (ADHD) and its prevalence among college students. Included are a description of the diagnostic evaluation process to assess for ADHD, and the use of Cognitive Behavioral Therapy as a preferred treatment method.


This study evaluated the efficacy of using gender and gender-role orientation as a predictor of receptivity to psychotherapy and to evaluate whether exposure to gender-congruent therapy videos influenced participants’ receptivity to psychotherapy. A convenience sample provided demographic information, completed the Bem Sex Role Inventory- Short Form, Attitudes Towards Seeking Professional Psychological Help, and Willingness to Refer Oneself to Counseling. A randomly assigned experimental group and viewed psychotherapy videos produced by the American Psychological Association. A control group did not view the videos. Although gender and sex-role orientation were significant predictors of receptivity to psychotherapy, sex-role orientation emerged as the best predictor of attitudes toward psychotherapy.


This paper documents the development and incorporation of meditation training within a university counseling center. The elements of the meditation training and relevance to psychotherapy training are explored.


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


Gender stereotyping as seen in the pages of two popular magazines read by college students is explored. The discussion is followed by therapeutic considerations and suggestion for working with male and female college students, individually and in couples therapy.

This article reports on an ongoing research program investigating interventions for a diverse range of college clientele. Findings from this research suggest three themes: 1) support services tend to be most utilized by developmentally low-risk students; 2) participants tend to prefer programs providing high social support, versus self-directed, less engaging interventions; and 3) interactions as a result of interventions cause a curvilinear relationship between self-development, provision of support, and program outcomes. Implications and suggestions for future research are included.


The author describes her personal, emotional experiences in psychotherapy and the attributes of her empathic therapist that were most positive and influential to her recovery.

There is support in the literature for the notion that high levels of counselor empathy are strongly related to measures of positive therapeutic outcome. Research evidence also suggests that high levels of moral development are positively correlated with high levels of empathy. This study was designed to investigate whether significant differences existed in the ability of counselors-in-training to communicate empathically with clients whose moral reasoning style is similar or dissimilar to their own. A convenience sample of participants was undergraduate educational psychology students and graduate counselors-in-training who were enrolled at a midsize southern public university. Participants provided demographic information and responded to a series of eight vignettes consisting of client statements. Half represented care-oriented moral reasoning style and half to represent justice-orientation style. Participant responses to the vignettes were scored using the Empathic Understanding Scale and the Measure of Moral Orientation. Results suggested that counselors’ styles of moral reasoning have no significant impact on their ability to respond empathically to clients of either their own or differing moral reasoning style.


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

Vinson, M.L., & Griffin, B.L. (66). Using a Constructivist Approach to Counseling in the University Counseling Center. *Journal of College Counseling, 66-75*.

This article discusses how college students problems can be conceptualized and the appropriate counseling approach designed from a constructivist perspective. Two case studies are used as examples.


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

The author proposes a model for conceptualizing the process of narrative healing. Using Piaget’s theory of cognitive development, a Healing Narrative Model representing the process of narrative construction and maturation is described. The model proposes that clients construct narratives in a set of development like states or levels.

**Subtheme C (2)**


This study investigated the relationship between stage of change, as measured by McConnaughy’s et al’s Stage of Change Scale and constructs relevant to the process and outcome of counseling. The author’s primary research question was Is the stages of change model, as measured by the SCS, related to central processes and outcomes in actual counseling situations? Data were collected by the Research Consortium of Counseling Psychological Services in Higher Education. A total of 46 institutions, private and public were selected to participate. Only data for students who were personal counseling clients who had attended a minimum of four and a maximum of 20 counseling sessions were included. Participants provided demographic information, and completed the Outcome Questionnaire, the Working Alliance Inventory, and the Stages of Change Scale. Clients in the precontemplation stage evaluated the working alliance less favorably and experienced less improvement than clients in other stages.


Using a nationwide sample, this study examines brief, time-limited therapy (10 sessions or fewer) in an attempt to determine the relationship between the number of sessions attended and the amount of gain achieved by the client. Participants provided demographic information and completed the OQ45. A positive relationship was found between the outcome of counseling and the number of sessions attended, supporting the effectiveness of brief psychotherapy.

**The following cases, illustrating brief therapeutic work done with young adults were published in the Journal of College Student Psychotherapy, Vol 16, No. ¾, 2002.**

Delgado-Romero, E.A. “I Am Trapped Inside of Something That I Am Not”: The Case of Mary.

A client presents with vague problems and ambivalence toward beginning therapy.
Michel, L., Drapeau, M., & Despland, J.-N. A Four Session Format to Work with University Students: The Brief Psychodynamic Investigation.

A four session Brief Psychodynamic Investigation was found to be effective in significantly reducing psychological distress in college students.

Gunn, C. Flight of the Appalachian Bumblebee: Solution-Oriented Brief Therapy with a Young Adult.

Brief, solution-oriented therapy was employed to successfully treat a student presenting with a phobia of bees.


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

Resnick, J.L. From Hate to Healing: Sexual Assault Recovery.

Brief therapy is successful in treating the PTSD of a victim of rape, who was initially reluctant to seek counseling.

Pollard, J. W. Don’t Go There: Impulse Control in Stage-Specific Short Term Counseling.

An involuntary referral presents a therapist with a client who has engaged in stalking behavior. A stage-specific intervention is utilized with success.

Piersma, H.L. Current Conflicts as Mirrors of Unfinished Business with Mom and Dad.

A female college student presents with anxiety related to conflicts with a supervisor. Short term, schema-focused therapy focused on how the client could deal more effectively with the criticism, but also raised issues of unfinished business with her family of origin. These latter issues were left unresolved at the termination of therapy.

Brooks-Harris, J.E. Saying Goodbye Ten Years Later: Resolving Delayed Bereavement.

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

Dubrow-Eichel, S.K. Saying Good-bye to the Guru: Brief Intermittent Developmental Therapy with a Young Adult in a High Demand Group.

A 16 year old becomes involved in a cult. Brief intermittent therapy, over a five year period, helped him cope and eventually progressively begin to develop his potential.
Knott, J.E., & Ngo, T.A. Brief Therapy with a Grieving Grad Student.

A case of brief therapy with a female graduate student who was experiencing bereavement, a pair of conflicted relationships, and a challenge to her cultural competence.

Heitzmann, D. A Runner’s Journey.

A student athlete suffering from depression, sadness, guilt, feelings of worthlessness and attendant body image problems. The article traces the course of treatment.

Phillips, P. Shoulder to Shoulder: A Single Session Success Story.

A single session provided the client with a preferred story of her life.

Gottfried, M.G.S. The Runaway Client: Working Through Interpersonal Anxiety.

A male graduate student presents with interpersonal anxiety and promiscuous sexual behavior. A treatment plan of interpersonally focused therapy is described.


This case introduces a couple in conflict and the short-term counseling model utilized.

Archer, J., Jr., Cooper, S.E., & Whitaker, L.C. Synthesis and Summary.

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


The goal of this study was to determine how differing disclosure tendencies among university counseling center clients affect psychotherapy outcomes. Participants were college students seeking individual therapy at the university counseling center at a public university in the Midwest. They completed the Distress Disclosure Index, a measure created for this study called the In-Session Disclosure, and the Short-Term Outcome. Client tendencies to self-disclose personal information predicted how relevant their in-session disclosures were to short term therapy goals.
Subtheme C (3)


Approximately one percent of all student athletes advance to any level of professional sports. The Positive Transitions Sport Retirement Model is a research-based, systematic framework grounded in reality therapy that holds student athletes responsible for addressing sport retirement and for not dwelling on the fact that they will not/did not play professionally. A description and use and the experiences of users of the model are included in this article.


This article presents the results of an assessment of a career and life planning course that was based on a holistic trait and factor approach. A convenience sample of undergraduates who attended a large university in the Rocky Mountains was recruited to attend the course and to serve as a control group for this research project. Students were divided into treatment and control groups. Both groups provided demographic information and My Vocational Situation, Career Decision Scale—third Revision, and the Career Decision-Making Self-Efficacy Scale-Short Form. Results indicated that those enrolled in the course demonstrated decreased career indecision and an increased vocational identity and career decision-making self-efficacy.


The authors of this article describe a career and life planning course based on a holistic, wellness approach. Included are a suggested curriculum and learning activities.


The authors provide a graphical representation of occupational groupings for which similar skill sets are a necessity for success. Also discussed how their representations can be of use to counselors and advisors engaged in career planning.

Are intellectual brilliance and severe mental illness oxymoronic? The author provides a clinical and theoretical perspective about the relationship between intelligence and mental health difficulties.


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


How does the university experience affect student values? This cross-sectional study examines student values, conceptions of reality, views about the nature and locus of causality, and general biases in interpreting human behavior, that is their epistemological perspectives. Convenience samples of first and senior year business and arts students attending a Canadian university completed the Biddle, Bank, and Slavings Values Scale and the Attitudes About Reality Scale. Generally, arts and business students differed in both values and epistemology. Senior arts students, as compared with first year counterparts, moved in the direction of more liberal, egalitarian and aesthetic values and greater social constructionism. Business students moved toward stronger endorsement of logical positivism and weaker endorsement of liberal, egalitarian and/or aesthetic values from first to senior year.


This study investigates the rate of overlap between of mental health and career concerns of university students within the same counseling experience at a counseling center. Case records of students who sought counseling over a 2 year period at a public university in the upper Midwest. Of those seeking services at the counseling center during this period, 11% also received treatment for mental health issues as a part of the counseling experience. Of the students who entered counseling for mental health issues, approximately 20% received career counseling as well.

The author advocates for a thorough assessment of those students who appear at the door of the counseling center late in the semester, past the deadline to drop a course. He suggests that this is an opportunity to intervene in what may be simply a manifestation of late adolescent depression.


There are some students who are so disturbed by the testing experience that they are unable to perform to their full potential. The author first reviews theories of test anxiety and treatments and describes a new, multidimensional treatment model is described

Subtheme C(4)


An outgrowth of the current economic and political climate has been the emergence of brief therapy and time-limited therapy models as the preferred treatment modalities in many college mental health settings. This study is an assessment of outcomes associated with short-term counseling in a university counseling center. Students who sought services over a two and a half year period provided demographic information and completed the College Adjustment Scales at intake and again after their sixth counseling session. Statistically significant decreases in reported symptomatology were found on all CAS scales.


This study examined the number of session necessary for college counseling center clients with different levels of severity of distress at intake to achieve clinically significant change. Participants included students who sought services for individual psychotherapy at the university’s counseling center during a 2 ½ year period. Clients completed the OQ-45 when they first presented at the center and prior to each session. Results indicated that 14 sessions were required for clinically significant change in 50% of clients who were less distressed and 20 for those who presented with higher levels of dysfunction. The authors provide a discussion of their results.

Pretreatment change refers to improvements in a client’s presenting problem that occur between the time the client makes an appointment for counseling and the first session. The authors provide a review of related research before reporting the results of their study. Their purposes for the study were to compare the effect on pretreatment change of two inquiry techniques at intake, one suggesting that pretreatment change often occurs, and one neutral. A second, exploratory, purpose was to examine the relationship between five client and situational variables and reports of pretreatment change. Participants were students who requested services at a counseling center on a public liberal arts university in the south-central U.S. Pretreatment change was reported by nearly one fourth of all clients. There were no significant differences associated with inquiry techniques.


This study examined the level of congruence between client and counselor beliefs about psychological problems and its impact on counseling outcomes. Participants were students seeking counseling services at a university counseling and testing center and their counselors. Student participants provided demographic information and completed the Opinion about Psychological Problems (OPP), Opinions About psychological problems-Counselor Form (OPP-CF), the Student Adaptation to College Questionnaire (SACQ), the Counselor Rating Form (CRF), and the Client Satisfaction Questionnaire (CSQ). Staff counselors provided demographic information and the OPP-CF. Although results demonstrated differing views for causation and treatment of psychological problems, counseling outcomes were unaffected by congruence levels between clients and counselor beliefs.

The next four articles are drawn from a special edition (Evidence Based Psychotherapy) of the *Journal of College Student Psychotherapy, vol. 20, No 1, 2005.*

Cooper, S.E. Evidence-Based Psychotherapy Practice in College Mental Health. pp. 1-6.

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

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

Subtheme C (5).


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


The authors describe the rationale for creating dissertation support groups, their experience in the development of such a group, the group’s evolution, and its benefits. The group that they describe was an unstructured, process-oriented therapeutic support group sponsored through a university counseling center.


This article reports the results of an exploratory study that examined the effectiveness of a psycho-educational counseling group for students from divorced families. Selection process for group members, criteria for acceptance into the group, an outline of goals for each of the eight group sessions, and the methodology for data collection are presented. Findings suggested that group counseling can provide an important experience promoting the psychological health of college students from divorced families.

The author argues that group psychotherapy targeting the All But the Dissertation (ABD) student is especially well-suited to helping such individuals cope successfully with the unique challenges of the dissertation-writing process. This article describes such a group offered through a counseling service offered at a large, private, urban university located in the northeastern U.S. A group model including pre-group screening, a group contract, the group composition, group process, the perceived therapeutic elements of the group process, and the results, are described.


This article describes a group formed by a college counseling center with the goal of improving vocal technique while also assisting participants to clarify their personal emotional bases. Needs assessment, a description of group facilitators, and an assessment of results and recommendations are provided.


Mindfulness meditation is based on the premise of cultivating a mind-state that is focused in the present moment in a nonjudgmental way. This article describes such a group at a university counseling center used to treat students presenting with anxiety. Pre-group considerations, group format, reactions of group members, potential problems and considerations for group leaders are covered in the article.

Subtheme C (6)


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

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


The authors report that the data show that the rate of effectiveness for anti-depressant medication is quite low among children and adolescents. In fact, two-thirds of depressed patients at any age are partially or totally resistant to medication. Their premise is that results are at least as good with psychotherapy alone. Illustrative case studies are presented.


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


This article presents a perspective of depression as a holistic illness and points towards a comprehensive approach to its prevention and treatment. Illustrative case studies are presented.


This article provides a review of the literature related to the use of medications as augmentation to psychotherapy. It then reports the results of a retrospective, descriptive study designed to provide further information on this topic. Participants were clients who had received one or more psychiatric prescription consultations as augmentation for their psychological counseling. They were enrolled at a medium size, private university. The Carroll Depression Rating Scale was administered prior to every session with the psychiatrist. Most clients showed significant improvement.

The purpose of this study was to evaluate the efficacy of eye movement desensitization and reprocessing (EMDR) in the treatment of college students with high test anxiety. Participants were a convenience sample of students with test anxiety who attended two western universities. Participants completed the Dissociative Experiences Scale, the Subjective Units of Distress Scale, and the Validity of Cognition scale. The study used a pretest-posttest delayed treatment control group design with random assignments of participants. Results indicated that two sessions of EMDR significantly reduced the overall measured test anxiety of the test anxious sample as compared with the delayed treatment control group.


Eye Movement Desensitization and Reprocessing (EMDR) have engendered a significant amount of attention as a treatment for Post-traumatic Stress Disorder and other anxiety related disorders and symptoms. This article provides a review of the process and theory undergirding EMDR and the research current as of the article’s publication related to it.


This paper presents a critique of the Sikes and Sikes article above.


This article presents the authors’ response to May’s commentary on their original article.


The authors’ provide citations of research supporting the neurological disruption in Post-traumatic Stress Disorder (PTSD) resulting in short-term memory dysfunction. The goals of this study were to determine whether or not college students meeting criteria for PTSD would score lower on measures of verbal memory, short term memory and attention than would their control counterparts; and to examine whether or not environmentally cued trauma memories would interfere with memory performance on subsequent tasks within this population. A convenience sample of undergraduates was recruited and asked complete a demographic form,
the Trauma Assessment for Adults, the Modified PTSD Symptom Scale-Self-Report version, and the Beck, Depression Inventory-Second Edition. A control group was used. Results of this study indicated that college students with PTSD do not experience the sorts of memory deficit seen in other populations with perhaps more severe levels of PTSD.

Subtheme C (8)


The Perceived Stress Scale (PSS) was developed (Cohen, et.al., 1983) to measure the degree to which situations in one’s life are appraised as stressful. The PSS-10 was developed to measure the degree to which one perceives one’s life as uncontrollable, unpredictable, and overloading. There has been no evaluation of the PSS-10 factor structure and construct validity. This study provides factorial analytic findings, construct validation, and normative data for the PSS-10 in a sample of U.S. college students from multiple sites. The findings reveal that the PSS-10 is a reliable and valid instrument for assessment of perceived stress in college students.


The authors introduce the Millon College Counseling Inventory (MCCI), its development and its utility for everyday use in college counseling centers. A case study is used to illustrate the use of the MCCI.


The authors report the use of the Outcome Questionnaire (OQ) as a means of measuring the outcomes of psychological treatment services provided to students at a college counseling center located at a highly selective, semi-urban university in the Southeastern U.S. The article describes the methodology for collecting outcome measures, the reaction of the center’s staff to the use of the OQ, difficulties in the administration of the instrument and the results and potential uses.
Subtheme D (1)


The proportion of college students with disabilities has more than tripled in the past 30 years. Definitions of a disability, accommodation, exclusions, perceptions, and evaluator qualifications are covered in this informative article. *Journal of College Student Psychotherapy*, 17-40.

A large majority (78%) of U.S. colleges and universities enroll fewer than 5,000 students. Little is known about the mental health services provided on these small campuses. The author of this exploratory study selected a national sample of small campus counseling center directors and asked them to complete the Iowa Counseling Center Survey-Revised. Results include a discussion of staff education and training, assessment and diagnosis, treatment and referral, administrative issues, qualitative analysis, and comparison of the results of a similar survey of large campus counseling centers.


This essay considers the fit between the vision of a college or university for its counseling service and what clinicians are able to provide. Political implications, usefulness of public relations efforts, and the necessity to balance clinical standards of confidentiality with the collaboration often expected by the institution.


The author’s reflection on a report that assesses the Harvard Mental Health Services, the author asks” How much counseling should a counseling center provide? What is an adequate staffing level to provide this level of service? What effects will manage care in a medical setting have on services? See the Harvard Provost’s Committee’s Report on Student Mental Health Services [http://www.provost.harvard.edu/reports/SMHSreport.pdf](http://www.provost.harvard.edu/reports/SMHSreport.pdf) for background on what motivated the author’s reflections.


The author discusses the previous article and focuses on the potential, if not real, schism that often exists between the medical model for providing counseling services and the developmental model for providing these services. The author advises that communication and collaboration between student health services and counseling services and with the rest of the campus.

The author comments on the how the emergence of managed care and its impact on counseling services reflects the significant cultural shifts occurring in the nation. Is the developmental model for college counseling suited for understanding the mental health needs of college students as it once was? If the goal of the counseling center is to enhance the cognitive and personal development of young adults, should it not take into account the sociocultural context in which this process occurs? Or, perhaps the mission of the counseling center today, as understood by administrators, is not enhancement. Perhaps values such as cost effectiveness, production quotas and efficiency are primarily driving the mission. How much is the college counseling center impacted by the environment in which it exists?


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


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


The mandates of the Americans with Disabilities Act apply to all psychologists who provided services to the general public including those who are employed in academic settings. This article reports the results of a study the purpose of which was to discover how counseling centers have adapted their facilities for students with disabilities and to learn about programming and training opportunities offered to counseling center staff related to disability issues. Based on the results, four recommendations are offered.

The authors provide citations that point out the dilemmas faced by college and university counseling center clinical systems with emphasis on the problems of meeting demand for service. This article describes an alternative approach to the traditional “wait list” model clinical intake system. A team-based clinical system every counselor in the center, is assigned a clinical team responsible for the intake, disposition, and staff of their clients. After a year, the new model was evaluated very positively.


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


Focusing on experiences of one counseling center during the period of the past 40 years, the intent of this study is to evaluate the ways in which the delivery of services has changed and to evaluate differences in the concerns and treatment of students then and now. A partial replication of an earlier study indicated that the changes that have occurred in service delivery reflect more the transitions in the culture of the university than trends in mental health treatment.


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

By tracing the evolution of counseling services at Amherst, the author’s goal was to illustrate the factors which support a psychotherapy service, as opposed to other models.


This article describes the processes and procedures involved in implementing a clinical triage system are described. Also addressed are the system’s components, impact on counseling services and on the campus, and a discussion of risk management implications.

Subtheme D (2)


This article describes a modified Counselor-in-Residence program located at a mid-sized public university located in the upper Midwest. In this model, licensed professional counselors were placed in residence halls, providing a close connection to the residence hall community. Caseloads quickly became full and waiting lists formed. The mission of the Counselor-in-Residence program was rewritten so as to “support the personal growth and academic progress of students by providing staff consultation and support, crisis intervention, proactive prevention efforts… the client was re-conceptualized as Residence Life and not individual student residents. The authors provide a description of the program and its operations.


The authors describe a sexual education program that was broadcast on a college radio station. Included are a description of content, precautions and logistics for producing the informational show.

The authors describe a program designed to increase faculty awareness of counseling center services and targeted at new faculty members at three diverse U.S. universities; a private research university in the South, a national, private university in the Northeast with a religious affiliation; and a regional, public, urban university in the Midwest. Ne faculty members received a mailing of information related to the counseling center and a personal telephone call. The targeted faculty were significantly more likely to report that they had received information than those faculty who received only standard information at faculty orientations.


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


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


This article provides a model for systematically dealing with the disruptive behaviors of college students. Included are a discussion of the collegiate environment as a system, means of communicating with faculty means for addressing disruptive behaviors, faculty and staff training programs, policy development, and the role of professional counselors in addressing disruptive student behavior.

This article describes four online study skills workshops, the rationale for their development, and the experiential learning model used in their design. Usage of the online workshops increased over time and were rated positively by users.


This article expresses principles for enhancing collaboration between campus ministers and college counseling center personnel. The author gathered information from the literature and from campus ministers who served at a diversity of campuses. They were asked to respond to questions such as “If applicable, please describe one positive example of collaboration between campus ministers and college counseling center personnel that you have observed or experienced.” Principles for enhancing collaboration include: examine personal beliefs, recognize unique religious beliefs, take the initiative, assess and identify mental health needs, make services known and expand method of delivery.


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


This purpose of this study was to identify, from students’ perspectives, factors that would make students more likely to attend a psycho-educational presentation. Participants were students who attended a large, metropolitan state university in the Southeast. Focus groups, surveys and program evaluations were utilized to collect data. The authors’ discussion of their assimilated data reveal the effective and less effective means to successfully market programs. Also discussed are other strategies not a part of this study, but of use to those who wish to market counseling outreach programs.

This study examined the counseling and consultation services of a counseling center located at a large southwestern university. Faculty and staff completed the Counseling and Consultation Services Survey. The survey consisted of a one-paragraph description of each of the 19 major services provided by the counseling center. Participants were asked to rate their awareness of the existence of the service, their perceived importance of the service, and its importance to their department. The survey also presented questions related to use of and referral to counseling center services. The authors report the responses of four groups of participants: counseling center staff, academic advisors and faculty, student affairs staff, and counseling faculty. Results illustrate that, in comparison to counseling center staff, other participants cluster fewer services into what may be considered the core functions of the counseling center.


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


The article review the literature related to changes in the student culture during the period of 1992-2002. Included are changes in student social and political values, religious and spiritual values; changes in student behaviors including those related to academic integrity, alcohol and drug use, suicide, and eating disorders; changes in interpersonal behaviors and attitudes including sexuality and relationships, violence, and dealing with diversity. Developmental issues are addressed including college readiness, distrust in leaders and institutions, and psychological and emotional health.
Subtheme D(3)


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


Demands of limited time for supervisory duties require that these duties are executed with maximum efficiency. The authors describe a “bug in the eye” (BITE) that delivers visual supervisory feedback during live counseling sessions. Hardware and software requirements, a comparison with other forms of supervision, evaluative feedback, limitations and recommendations are discussed.


A model for role communications skills training is described. The major focus of the training was to train graduate assistants in the following eight role communications skills: attender, clarifier, informer, prober, supporter, evaluator, motivator and problem solver. An evaluation of the training program and recommendations are provided.


A model for counselor supervisors to utilize when working with students from counselor education programs, Supervisory Working Alliance, is discussed. A description of the model’s components, its adaptability and limitations are included in this overview.


This study evaluates the cost-effectiveness of a training program for master’s level trainees from clinical psychology and counseling programs and compares the time invested in training these students with services provided. The author concluded that: 1) the costs of training in terms of staff time are more than equaled by the hours of service gained and 2) that regardless of how cost effective training can be, the quality of the counseling center’s services always takes precedence over their cost-effectiveness.

The authors focus on the importance of college counseling center supervisors assessing how their supervisees think about knowledge and how to appropriately challenge their assumptions to promote supervisees’ critical thinking and cognitive development. As part of this focus the article includes sections related to ways of knowing, characteristics of supervisory relationships, and techniques to promote evidence based practice.


This article examines how counseling centers have responded to the impact of managed care. It reports the findings of a survey of counseling center directors focused on the impact of managed care on: training, diversification and marketing of services, accountability for service cost-effectiveness, recruitment and performance review. The majority of respondents reported that they had been impacted by managed care and that they search for new professionals who are flexible, motivated, and competent team players with skills in consultation.


This article provides a profile of the excellent graduate student protégé – and thus the student most likely to develop a productive relationship with a mentor. Personality characteristics and behavior patterns of successful mentees and those likely to be unsuccessful are described. Strategies for success are discussed.


This study sought to determine how, and to what extent, group therapy process observers impacted the experiences of group members. Also examined was whether there were differences between the different modes of sharing process notes with group members. Participants were a convenience sample of group therapy clients in four therapy groups at a southeastern university. Overall, group members perceived the process observer and notes as being a helpful part of the group.

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


The authors propose a relational model of supervision for teaching supervisors how to effectively assist beginning trauma therapists. Included in the article are discussions related to the models underlying assumptions, and a number of instructive “parallel processes”, namely negotiating contracts, working with resistances, developing a model for intervention. The authors also discuss how to manage the stresses inherent in a supervisor–trainee relationship, the need for supervisors to practice self-care, and the advantage of integrating the specialized knowledge and therapeutic rules of thumb that can inform the therapeutic process. Also mentioned are the most common therapeutic mistakes made by those who work with trauma survivors.

Subtheme D (4)


This study examined the effect of three variables (race, presenting problem type, and length of time on a waiting list) and the interaction of these variables on attrition after intake at a university counseling center. Archival data from a mid-Atlantic university counseling center were examined for all persons who completed an initial intake over the span of approximately six years. Similar to findings of previous researchers, results of the analysis indicated that the majority of clients returned to counseling regardless of time on a waiting list. However, African American clients were less likely than were European American clients to return for recommended counseling after initial intake, and clients who waited longer than 3 weeks were less likely to return for counseling than were clients who waited 3 weeks or less.

This study investigated the relationship between students’ beliefs about the definition of mental illness and their tolerance toward individuals with mental illnesses. A convenience sample of participants who were enrolled as undergraduate students at a large Midwestern university completed the Community Attitudes Toward the Mentally Ill questionnaire, and the Definitions Questionnaire. Results revealed that those participants with broad and inclusive definitions of mental illness had more benevolent, less authoritarian, and less socially restrictive attitudes toward individuals who are mentally ill.


The primary purpose of this study was to compare students who sought counseling on campus with students who had never sought counseling in their perceptions of their own level of mental health functioning and the level of mental health functioning of their peers. Help-Seeking students (HS) ratings of their own mental health functioning were significantly lower than those who had not sought help (NHS). HS students rated their NHS peers as functioning at a significantly higher level in terms of general mental health compared with how the NHS students rated the HS students. And, HS students rated the level of mental health functioning at which someone should seek counseling significantly higher than did the group NHS students.


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

This article tested the help seeking model of Cramer that suggests that students who conceal “distressing information” do not develop strong social support networks, and this combination leads them to experience higher levels of distress. Participants were a sample of college students who attended a large Midwestern university. They completed the Distress Disclosure Index, the Social Provisions Scale, the Center for Epidemiological Studies Depression Scale, and the Attitudes Toward Seeking Professional Psychological Help Scale, the Intentions of Seeking Counseling Inventory. Results indicated support for Cramer’s model of help seeking in that participant attitudes toward seeking help and prior experience in counseling predicted actual use of the campus counseling center.


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


This report from a single, private, highly selective institution located in the mid-Atlantic region, describes how students used counseling services over their normal four years of enrollments. Frequency of student use is reported for the duration of student enrollment rather than the usual number of sessions prior to termination.


The author expresses the view that “Even in the absence of administrative session limits, most students will not participate in therapy long enough to experience its full impact.” According to the author, “this premature departure “presents a formidable barrier to successful treatment. Eight strategies are described to reduce early departure of student clients from the counseling process.

The authors express concerns about Hatchett's assertions that “most students will not participate in therapy long enough to experience its full benefits and that early departure … presents a formidable barrier to successful treatment. The basis of the author's concerns are based on his failure to acknowledge that college counseling centers are usually very different in their nature and ambience than the typical outpatient setting and the more developmental approach that forms the orientation of most college counseling centers.


The author confronts the criticisms raised in their commentary on his original article and provides support his original conclusions.


This archival study explored a randomized sample of one university’s counseling center clients’ expressed preferences for counselor characteristics over a four-year period. The majority of the sample expressed no preference. Of note was the preference of African American clients – 50% expressed a preference, but not necessarily a preference based on race. Clients who expressed a preference tended to have prior therapy experience and tended to prefer counselor gender over other traits.

Subtheme D (5)


This article provides an overview of ethical and professional issues related to suicide prevention and reporting policies and procedures. Included are sections describing relevant considerations for policy development, implementation considerations, and ethical considerations.

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


In this paper, the director of counseling and a staff therapist relate their experiences at a New York City university counseling center and the professional and personal challenges of dealing with the aftermath of the terrorist attack on the World Trade Center.


In this article, the author proposes a conceptual framework to guide college counselors when dealing with large scale traumatic incidents. The foundation of the proposal is the use of the DSM-IV-TR to define student need and Drum and Lawler’s tripartite intervention model to organize counseling center responses. Also discussed are college counseling roles of crisis intervention and consultation related to the large scale traumatic event.


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


The author relates the role of counseling services in the aftermath of an on-campus suicide. Interventions are grouped into two domains: those that occur outside the counseling offices and those that occur within. The article provides an insight into how professional counselors on one campus helped their community cope with a tragic event.

This paper compiles the recollection of the events of September 11, 2001 from the perspective of four senior staff members of a counseling center located at a New York City university. Coping mechanisms utilized for and by staff of the center as they regrouped themselves in order to support members of their academic community. Lessons learned are shared.


The authors discuss the challenges of communicating effectively with local hospital emergency rooms or psychiatric inpatient facilities when a student is a client of one of those agencies. They offer a practical guide to the complex considerations before, during, and after the hospitalization of a college student. Developing relationships, becoming familiar with the major managed care companies who insure students represented in the student body, protocols for assessing and transporting students to local hospitals, and aftercare are covered.


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

Subtheme D (6)


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

Limited resources require that counseling centers manage the care that they provide through some means of allocation. The authors describe the use of an ongoing evaluation approach. This article contrasts pre-assigned standard allotment sessions with an idiographic approach that measures the results of interventions for each client. A case study is used to illustrate this process-outcome-intervention model.


This review of the limited literature related to off-campus referrals describes some consistent themes. Some of the obstacles to making referrals for clients to off camps practitioners are discussed.


This study addresses the process of making referrals in university counseling centers. Covered are related ethical issues, method of referral, and the results of a survey of counseling centers to investigate influences to decisions to refer. Results of the survey indicated that application of the centers criteria for referral decisions was applied consistently.


This article presents a framework for understanding the referral process and for improving the rates of student follow-through. The author describes a referral process that includes the analysis of psychodynamic forces that may be in play during the referral process.


Factors of more demand for services than available resources can support is an all too common occurrence in many college counseling centers. This article discusses the role of the college counseling center, the context in which psychotherapy for college students is to be practiced, and whether time limited treatment can with assessment and referral when required can effectively resolve the dilemma of insufficient resources. Advantages and disadvantages of time limits are discussed and a case vignette is offered to illustrate how these issues emerge in the real world of clinical counseling.

The outcome of clients at a university counseling center was studied to assess change across time, on a session-by-session basis. The client sample was composed of students who presented at a counseling center located at a highly selective, research university located in the Eastern U.S. Counseling issues varied substantially. Results indicated that 14 sessions of psychotherapy were required for 51% of clients to meet criteria for clinically significant change.


This study examined the proportion of clients who successfully connected with off-campus mental health providers and the factors that help and hinder the process. A convenience sample of clients who received counseling at a large western university counseling center was recruited to participate in the study. Participants completed the Schwartz Outcome Scale-q0, and the College-Therapeutic Alliance Scale.

Twenty-five percent of clients reported that they were referred to an off-campus provider. Forty-two percent of those referred did not meet with this provider. Client motivation, ability to pay for services, and need for further services as well as counselor follow up were significant factors for clients who were successful in connecting with the off-campus provider.

Subtheme D (7)


Have the mental health problems of college students become increasingly more severe over the past two decades? Empirical evidence to answer this question has not been forthcoming in the counseling literature. In this article the authors explore methodological challenges for researchers who attempt to examine this question.


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


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


This study’s purpose was to provide information about counselors’ current work experiences in college counseling centers with respect to several of the most pressing issues in the college counseling profession. Surveys were mailed to a randomly selected subset of the professional members of the American College Counseling Association. The results of the survey provided insight regarding the following issues: severity of client symptoms, institutional pressure and counselor workload, collaboration with other campus offices, multicultural competence and crisis planning and disaster mental health


The new editors of the new Journal of College Counseling provide information about the journal and several recommendations for prospective contributors. Items covered include manuscript submission and the review process, a description of the types of articles sought by the journal’s editors, and the format and style that the articles should follow.


In part two the editors of the new journal cover more information about the type of articles appropriate for submission, Covered are description of articles dealing with professional issues and innovative practice.


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


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


The editor provides a synopsis of the first 15 years of the journal’s publication and his views of the challenges for those in the profession that the journal serves.

Subtheme D (8)


In this editorial, the author discusses the influential factors that have resulted in the significant increase in the prescription of psychotropic drugs during the past two decades. Topics discussed include: the surge in prescribed psychotropic drug consumption in the U.S.; the impact of the proliferation of prescription psychotropic drugs and their promotion on future generations of college students; an explanation for the rush to treat people with drugs; and some personal comments by the author related to this issue.


This informative article is a report of a set of conferences sponsored by Bennington College and the Erikson Institute. The theme of the conferences is The Escalating Use of Medications by College Students: What Are They Telling Us, What Are We Telling Them? The article includes: a description of how the conferences were organized; observations of the attendees regarding the issue; These included the observation that students arrive at college carrying the messages that “failure to perform is a major problem in a competitive society” and “problems are to be fixed”; and “problems in the process of being fixed are temporary disabilities, to which school environments must accommodate.” This has led to the expectation that disturbing feelings were to be managed rather than to be learned from.

Also discussed: an exploration of the student’s relationship with the college given the above messages carried by the incoming students; the process utilized for the conference; the relationship of counseling services to the larger institution; decision-
making with the very troubled student; counseling as education; the multiple roles of the counselor on the contemporary college campus; and the continuing need for confidentiality.


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


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


This article attempts to answer the questions: How do psychiatric drugs work? How do these drugs affect patients, in the aggregate, over the long term? The author concludes that if psychiatry practiced evidence-based medicine, it would realize that its current paradigm of drug-based care does more harm than good, and seek alternative forms of therapy.


The authors provide an overview of issues suggested by questions related to what they deem current poor practices of pharmacotherapy. They make suggestions for improvement in treatment and call on college mental health services to take the lead for reform and improvement in community mental health.

This article was adapted from a presentation made by the authors at the Bennington conference described in the article by M.G. Fromm and annotated in this subsection.


This article explores evidence-based treatment for depression within the college and university population. There are more questions than answers with respect to treating college students who complain of depression. Pressures to utilize evidence-based treatments are likely to increase with increasing public scrutiny of counseling services on college campuses. The best defense may be to develop and test treatments specifically designed for the college populations, taking into account some of the unique stresses of this population.

Baez, T. Evidence-Based Practice for Anxiety Disorders in College Mental Health. pp. 33-48.
This article reviews the evidence-based research for anxiety disorders in both the general and college population. Empirically supported treatments, which are active and brief, appear to have been fruitful.

Cooper, S.E. Evidence-Based Psychotherapy in College Mental Health: Common Concerns and Implications for Practice and Research. pp. 79-87.

This article provides a synopsis of the articles contained in the special edition of the journal devoted to evidence based psychotherapy. Implications, concerns and suggestions for practice and research are presented. The article describes students who arrive on college campuses overly diagnosed and overly medicated leading to problematic ramifications.

**Subtheme D (9)**


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


This article outlines several counseling center directors’ perspectives on staff morale, principles of management and their assessment of colleagues’ needs and motivations. The article includes a set of questions taken from another publication that can assist directors interested in assessing the morale level in their counseling center.


The current study attempted to assess how previous experience in therapy affects college students’ perception of a moderately stressed therapist. Would students with previous experience in therapy be less tolerant of a therapist with burnout than those who had no previous experience? A convenience sample of undergraduates who attended a small, comprehensive university provided information that included whether or not they had previous experience in therapy and were shown pre-recorded tapes of therapy sessions with and without therapist who demonstrated symptoms of burnout (fatigue, inattention, clock watching). After viewing the
tapes subjects completed a questionnaire that asked them to rate their impressions of the therapist depicted in the tape. Participants with previous experience in therapy did offer lower ratings of therapists showing symptoms of burnout.