

Campus Mental Health Action Planning Jed Foundation Identifying Priorities Webinar II December 4, 2008

Identify Students At-Risk

In order to assist students who experience mental health problems, campuses must first identify students who are considered by professionals to be high-risk or at current risk for compromised mental health and wellness. *Screening and identification* refers to a set of strategies aimed at identifying these students. These activities often consist of educational programs that provide students or gatekeepers with information about the nature of mental problems, ways to identify the signs of distress, and how to obtain mental health services or other supports. To accompany these activities, campuses can also train key personnel in issues related to confidentiality, notification, and legal issues. Although campuses can use a variety of screening tools and techniques, their underlying goal in doing so is to identify, as early as possible, students who need additional support and services or those who would benefit from intervention.

Screening activities can focus on numerous aspects of student health. Campuses can implement screening and identification activities to measure overall student mental health or detect the presence of symptoms associated with a specific psychological disorder. For example, some institutions may be interested in assessing general student wellbeing in terms of perceived stress or maladjustment. Others may be interested in knowing how often specific mental health problems like depression, anxiety, or suicidal ideation are occurring within the student population.

Screening activities can also be targeted to specific student groups, especially those that may be more likely to experience mental health problems. These high-risk groups may include freshman or other students coming to campus for the first time, international students, gay, lesbian, bisexual or transgender students (GLBT), and substance-abusing students, among several others.

To achieve maximum benefit, campuses can use a combination of screening activities, delivered throughout the school year, to identify students in need of additional support or mental health services. These programs can be implemented at specific points during the semester, such as during new student orientation or exam periods when the potential to reach many students is great. They may also be implemented throughout the course of the academic year during routine physical health screenings or assessments.

Identify Students At-Risk Resources

Assessment and treatment of suicidal clients in a university counseling center.

Jobes, D.A, Jacoby, AM,, Journal of Counseling Psychology,, 44(4), 368-377., (1997).

Link to

abstract: http://eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=RecordDetails&ERICExtSearch_SearchValue_0=EJ557906&ERICExtSearch_SearchType_0=eric_accno&objectId=0900000b8000e535

This article explores various assessment and treatment issues related specifically to suicidal student-clients in a university counseling center.

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College student response to peers in distress: An exploratory study.

Sharkin, B. S., Plageman, P.M., et al., Journal of College Student Development, 44(5), 691-698., (2003).

This article explores emotional peer helping, whereby students attempt to provide support, comfort, be understanding, and/or listen to the problems of their peers, particularly peers with who they feel close.

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http://www.findarticles.com/p/articles/mi_qa3752/is_200309/ai_n9258753

[Life-skills development inventory-college form: An assessment measure.](#)

Picklesimer, B. K., Miller, T. K., Journal of College Student Development, 39(1), 100-110., (1998).

This article discusses the development, evaluation, and utility of the LifeSkills Development Inventory-College Form.

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http://www.findarticles.com/p/articles/mi_qa3752/is_199801/ai_n8771905

[Normative data on the college adjustment scales from a university counseling center.](#)

Nafziger, M. A., Couillard, G. C., Smith, T. B., Wiswell, D. K., Journal of College Student Development, 39(3), 283-290., (1998).

In this study, normative data on the College Adjustment Scales (CAS) were gathered from university counseling center clients. Counseling center clients differed significantly from two nonclient student comparison groups, especially in reported problems with anxiety, depression, and self-esteem.

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http://www.findarticles.com/p/articles/mi_qa3752/is_199805/ai_n8788932

[Prediction of college student dropouts using EDS scores.](#)

Witherspoon, A. D., Long, C. K., Chubick, J. D., Journal of College Student Development, 40(1), 82-86., (1999).

Researchers used the Environmental Deprivation Scale (EDS) to identify college students who were at risk for dropping out of college by determining the educational status of 72 male and female undergraduates 6 quarters after they had completed the EDS.

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http://www.findarticles.com/p/articles/mi_qa3752/is_199901/ai_n8845794

[Suicide in college students.](#)

Haas, A.P., Hendin, H., Mann, J.J., American Behavioral Scientist., 46(9), 1224-1240., (2003).

This article reviews the findings of major studies of college suicide, noting how variations in campus and student characteristics, as well as inconsistencies in the way student suicides are defined and measured, have limited comparison of conclusions.

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<http://abs.sagepub.com/cqi/content/short/46/9/1224>

Identify Students At-Risk Resources

[Mental Health: A Report of the Surgeon General](#)

Substance Abuse and Mental Health Services Administration (SAMHSA) and National Institutes of Health (NIH).

This report provides an up-to-date review of scientific advances in the study of mental health and of mental illnesses that affect at least one in five Americans.

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<http://www.surgeongeneral.gov/library/mentalhealth/home.html>

[Mental Health: Culture, Race, and Ethnicity](#)

U.S. Department of Health and Human Services.

This Supplement documents the existence of striking disparities for minorities in mental health services and the underlying knowledge base.

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<http://www.surgeongeneral.gov/library/mentalhealth/cre/>

[Promoting Mental Health and Preventing Suicide in College and University Settings.](#)

Suicide Prevention Resource Center.

This paper analyzes data from various regional and national mental health surveys to provide a big picture of mental health issues among college students.

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http://www.sprc.org/library/college_sp_whitepaper.pdf

Encourage Help-Seeking Behaviors and Reduce Stigma

Help seeking is a significant problem on many college and university campuses. Although the impact of poor mental health can be reduced or eliminated with early and ongoing support, many studies have shown that students with emotional difficulties do not always seek treatment, and those who do tend to dropout prematurely. Stigma, or negative attitudes towards people with mental illness, seriously reduces students' ability to seek help for mental health problems. And once in treatment, stigma may decrease the likelihood that students will continue to use these supports or services. Thus, any attempt to increase student help-seeking must also focus on reducing stigma.

Many professionals think about help-seeking as a process, consisting of several distinct but related behaviors. In order to seek help, students must begin by thinking there is a problem requiring professional attention. Perhaps most importantly, they must identify the problem as a mental health problem. Once a student reaches out for help, they must decide where to seek help and also from whom. For example, students may turn to informal help sources such as roommates, friends, instructors, or residence staff. They may also seek assistance from formal help sources such as counseling or general health center staff. When students do seek help, they will continue to make decisions about the extent to which this help is still needed.

Students' ability to carry out these help-seeking behaviors rests on a multitude of factors. Studies have shown that students' knowledge, attitudes, previous help-seeking experiences, and perceptions about the severity of the problem will influence these help-seeking behaviors. But their help-seeking behaviors also depend on a host of environmental and campus-related factors, including the nature and extent of mental health supports or services available on campus and within the community. Sometimes it is only through these external sources that students are able to obtain the supports and services they desperately need.

Campuses can play a pivotal role in facilitating student help-seeking and reducing campus-wide stigma. Toward this end, campuses can conduct educational programming activities to increase student and other stakeholder/gatekeeper knowledge about mental illness and how it can be effectively treated. Often, campuses can have counseling center staff or other mental health professionals conduct these outreach and training activities. Some campuses can also focus on reducing stigma through specific and targeted campus activities. These activities sometimes involve connecting students with other students or adults who have mental health problems. In fact, exposure to people with mental illness is considered to be one of the most effective ways of reducing stigmatizing attitudes and behaviors.

Encourage Help-Seeking Behaviors and Reduce Stigma Resources

Attitudes and intentions to seek professional psychological help for personal problems or suicidal thinking.

Deane, F.P., Todd, D.M., *Journal of College Student Psychotherapy*, 10(4), 45-59., (1996).

Link to

abstract: <https://www.haworthpress.com/store/ArticleAbstract.asp?sid=2GF91JRJ5XPD9LW9VSTAQSU2U99X0R89&ID=49230>

This study investigated the extent to which fearfulness of treatment, psychological distress, and attitudes towards counseling were able to predict help seeking attitudes and intentions in an older nonclinical university student sample.

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Bisexuality, not homosexuality: Counseling issues and treatment approaches.

Horowitz, J.L., Newcomb, M.D., Journal of College Counseling, 2(2), 148., (1999).

Link to abstract: <http://searcher.eric.org/ericdc/EJ610979.htm>

This article focuses on the counseling issues relevant specifically to bisexual college students.

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College student response to peers in distress: An exploratory study.

Sharkin, B. S., Plageman, P.M., et al., Journal of College Student Development, 44(5), 691-698., (2003).

This article explores emotional peer helping, whereby students attempt to provide support, comfort, be understanding, and/or listen to the problems of their peers, particularly peers with who they feel close.

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http://www.findarticles.com/p/articles/mi_qa3752/is_200309/ai_n9258753

College students' perceptions of the relationship between fees and counseling.

Waehler, C. A., Hardin, S.I., et al., Journal of Counseling and Development, 73, 88-93., (1994).

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abstract: http://eric.ed.gov/ERICWebPortal/Home.portal?nfpb=true&pageLabel=RecordDetails&ERICExtSearch_SearchValue_0=EJ502627&ERICExtSearch_SearchType_0=eric_accno&objectId=0900000b8003f69f

This study explored the impact that fees would have on college students' perceptions of counseling.

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Internet use for health information among college students.

Escoffery, C., Miner, K.R., et al., Journal of American College Health, 53, 183-188., (2005).

Link to

abstract: <http://pqasb.pqarchiver.com/heldref/access/780847211.html?dids=780847211:780847211:780847211:780847211&FMT=ABS&FMTS=ABS:FT:TG:PAGE&date=Jan%2FFeb+2005&author=Cam+Escoffery&pub=Journal+of+American+College+Health&edition=&startpage=183&desc=Internet+Use+for>

The authors surveyed 743 undergraduate students at two academic institutions to examine their Internet use, health-seeking behaviors, and attitudes related to the use of the Internet to obtain health information.

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Predictors of attitudes toward seeking counseling among international students.

Komiya, N., Eells, G.T., Journal of College Counseling, 4(2), 153., (2001).

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abstract: http://eric.ed.gov/ERICWebPortal/Home.portal?nfpb=true&pageLabel=RecordDetails&ERICExtSearch_SearchValue_0=EJ636800&ERICExtSearch_SearchType_0=eric_accno&objectId=0900000b8007a623

This study investigates predictors of 121 international students' attitudes toward seeking counseling.

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Propensity for seeking counseling services: A comparison of Asian and American undergraduates.

Lippincott, J. A., Mierzwa, J.A., Journal of American College Health, 43, 201., (1995).

Link to

abstract: http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&list_uids=7499634&dopt=Abstract

The authors used the somaticization scale of the Brief Symptom Inventory to study Asian and American college students' propensity for seeking counseling at an American university.

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Risk of suicide and related adverse outcomes after exposure to a suicide prevention program in the U.S. Air

[Force: Cohort study.](#)

Knox, KL, Litts, DA, et al., British Medical Journal, 327(7428): 1376-1380, (2003).

This study conducted on US Air Force personnel shows that a systemic intervention aimed at changing social norms about seeking help and incorporating training in suicide prevention has a considerable impact on promotion of mental health.

[More...](#)

<http://bmj.bmjournals.com/cgi/content/full/327/7428/1376>

[Self-concealment and attitudes toward counseling in university students.](#)

Kelly, A.E., Achter, J.A., Journal of Counseling Psychology, 42(1), 40-46., (1995).

Link to

abstract: http://eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=RecordDetails&ERICExtSearch_SearchValue_0=EJ506139&ERICExtSearch_SearchType_0=eric_accno&objectId=0900000b8004045b

This article explores the effect of self-concealment on attitudes toward seeking counseling among 257 college students.

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[Suicide in college students.](#)

Haas, A.P., Hendin, H., Mann, J.J., American Behavioral Scientist,, 46(9), 1224-1240., (2003).

This article reviews the findings of major studies of college suicide, noting how variations in campus and student characteristics, as well as inconsistencies in the way student suicides are defined and measured, have limited comparison of conclusions.

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<http://abs.sagepub.com/cgi/content/short/46/9/1224>

Provide Mental Health Services

When students decide to seek help from professionals, they need to have access to mental health providers who can assess their problem and connect them to appropriate treatment services and resources. Unlike identification and screening activities, mental health services aim to assess, diagnose, and treat students with specific psychological issues. Thus, mental health services are provided following the successful screening and identification of a student with a particular mental health issue.

Many mental health services are provided within the counseling center. Some of these interventions may be oriented towards students who arrive at college with mental health problems, while others may focus on those experiencing mental health problems for the first time while at school. Campus counseling centers can provide brief interventions such as brief psychotherapy or group treatment. They can also provide psychoeducational groups. Researchers have found several of these activities to be effective in helping students manage and cope with their mental health problems and continue with their studies.

But mental health services do not always have to be provided within the confines of a counseling center or by counseling center staff. In fact, campuses can support mental health services that occur outside of the college counseling center. Computerized or internet-based interventions to assist students with depression, eating disorders, and adjustment issues are only a few examples of services already provided on some campuses. Many of these interventions have been adopted or modified from those found to be effective among other adolescents and young adults. Since students may seek support for their mental or emotional from campus professionals who are not trained mental health providers, campuses can consider developing trainings or other systems to provide faculty and staff with the tools they need to assist students with less severe problems and encourage them to seek mental health or other supportive services when needed.

Similarly, mental health services do not always have to occur on campus. Some campuses have relationships with off-campus agencies or providers who are responsible for providing a range of mental health services, including therapy, medication management, or emergency services. Students who are concerned about their privacy and confidentiality may welcome the opportunity to receive these off-campus services, though transportation, coordination, and other issues may be present and require attention.

Regardless of where the services are located and who provides them, campuses need to consider what services are most appropriate for their students given the costs and available resources. Especially when a student has a severe mental health problem, campuses may consider referring the student to an off-campus provider who will be better equipped to assist the student and respond to the students need.

Provide Mental Health Services Resources

Assessing clients' level of hope: A preliminary study at a college counseling center.

Westburg, N. G., Boyer, M. C., *Journal of College Counseling*, 2(1), 25., (1999).

Link to

abstract: http://eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=RecordDetails&ERICExtSearch_SearchValue_0=EJ589108&ERICExtSearch_SearchType_0=eric_accno&objectId=0900000b8001abbf

This article examines findings and implications of a study measuring levels of hope among college counseling center clients.

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Bisexuality, not homosexuality: Counseling issues and treatment approaches.

Horowitz, JL, Newcomb, MD., Journal of College Counseling,, 2(2), 148., (1999).

Link to abstract: <http://searcheric.org/ericdc/EJ610979.htm>

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This study explored the impact that fees would have on college students' perceptions of counseling.

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[A descriptive analysis of problem checklist utilization among college and university counseling centers in a southwestern state.](#)

Zalaquett, CP., Journal of College Student Psychotherapy,, 11(2), 27-32., (1996).

This article presents a study on the utilization of problem checklists among 45 four-year colleges and universities.

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Disciplinary counseling in higher education: A neglected challenge.

Stone, G. L., Lucas, J., Journal of Counseling & Development, 72, 234-238., (1994).

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abstract: http://eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=RecordDetails&ERICExtSearch_SearchValue_0=EJ478937&ERICExtSearch_SearchType_0=eric_accno&objectId=0900000b80039a00

A survey about disciplinary counseling elicited responses from a national sample of counseling center directors. The article discusses information about demographics, referrals, goals, reference material, and issues related to disciplinary counseling.

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[Effective counseling with lesbian, gay, and bisexual clients.](#)

Palma, TV, Stanley, JL., Journal of College Counseling,, 5(1), 74., (2002).

This article presents the specific counseling needs of sexual minorities as well as effective therapeutic strategies for practitioners.

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http://www.findarticles.com/p/articles/mi_go2876/is_200203/ai_n6810284

[Effects of a peer program on international student adjustment.](#)

Abe, J., Talbot, D. M., Geelhoed, R. J., Journal of College Student Development, 39(6), 539-547, (1998).

This article discusses the results from a study in which the adjustment of international students who participated in a peer program was compared to that of international students who did not participate.

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http://www.findarticles.com/p/articles/mi_qa3752/is_199811/ai_n8823740

Evaluating the effectiveness of short-term treatment at a university counseling center.

Vonk, ME, Thyer, BA., Journal of Clinical Psychology,, 55(9), 1095-1106., (1999).

Link to

abstract: http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&list_uids=10576324&dopt=Abstract

This article covers a study on the effectiveness of short-term treatment on patients at a university counseling center and suggests that these counseling centers provide effective treatment.

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[Facilitating the transition to university: Evaluation of a social support discussion intervention program.](#)

Pratt, M. W., Hunsberger, B., Pancer, S. M., Alisat, S., Bowers, C., Mackey, K., et al., Journal of College Student Development, 41(4), 427-441., (2000).

In this article, an intervention involving social-support-focused discussion groups for the transition to university is described. Fifty first-year students participating in six groups showed better adjustment to university and fewer behavioral problems compared with a randomly assigned control group at a follow-up evaluation conducted at the end of the year.

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http://www.findarticles.com/p/articles/mi_qa3752/is_200007/ai_n8926463

Forgiveness and romantic relationships in college: Can it heal the wounded heart?

Rye, M. S., Pargament, K. I., Journal of Clinical Psychology, 58(4), 419-441., (2002).

Link to

abstract: http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&list_uids=11920695&dopt=Abstract

This study evaluated the effects of two versions of a six-week group forgiveness intervention for college women who had been wronged in a romantic relationship.

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[Group intervention with college students from divorced families.](#)

Nosanow, M, Hage, SM., Journal of College Student Psychotherapy,, 14(1), 43-57., (1999).

This article presents study findings on the benefits of group counseling for college students from divorced families.

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<https://www.haworthpress.com/store/ArticleAbstract.asp?sid=SN35PKHTG6PW8GHFQSD06CV0WVXK2S36&ID=3153>

The impact of membership in a support group for gay, lesbian and bisexual students.

Dietz, T. J., Dettlaff, A., Journal of College Student Psychotherapy, 12(1), 57-72., (1997).

Link to

abstract: <https://www.haworthpress.com/store/ArticleAbstract.asp?sid=G6PE7CNHXN8HK9LKKE9UX6J9GC97EA&ID=49289>

In-depth, qualitative interviews were conducted with 11 gay, lesbian, and bisexual students at a small, church-affiliated university to explore how their membership in a support group affected them.

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[The influence of managed care.](#)

Whitaker, LC., Journal of College Student Psychotherapy,, 12(2), 23-40., (1997).

This article examines managed healthcare's role in relation to colleges and universities, concluding that higher education institutions are best served from within rather than externally by commercial managed care companies.

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[Managed care and counseling centers: Training issues for the new millennium.](#)

Williams, EN, Edwardson, TL., Journal of College Student Psychotherapy,, 14(3), 51-65., (2000).

This article explains a study that surveyed counseling center directors to assess the impact of managed care on college and university counseling centers.

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[The mental health needs of today's college students: Challenges and recommendations.](#)

Kitzrow, MA., NASPA Journal, 41(1): 167-181, (2003).

This review of the literature looks at the particular needs of various populations of the student body with regards to their mental health and the counseling services available to them, and provides recommendations tailored to each.

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<http://publications.naspa.org/cgi/viewcontent.cgi?article=1310&context=naspajournal>

[Normative data on the college adjustment scales from a university counseling center.](#)

Nafziger, M. A., Couillard, G. C., Smith, T. B., Wiswell, D. K., Journal of College Student Development, 39(3), 283-290., (1998).

In this study, normative data on the College Adjustment Scales (CAS) were gathered from university counseling center clients. Counseling center clients differed significantly from two nonclient student comparison groups, especially in reported problems with anxiety, depression, and self-esteem.

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[Preventing depression in high-risk college women: A report of an 18-month follow-up.](#)

Peden, AR, Rayens, MK., Journal of American College Health,, 49(6), 299-306., (2001).

Link to

abstract: http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&list_uids=11413947&dopt=Abstract

This article examines the long-term effectiveness of a cognitive-behavioral group intervention with at-risk college women in relation to a study comparing women who were placed in either experimental or no-treatment control groups.

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[Process groups: A survey of small college counseling center issues in solutions.](#)

Jennings, M.L, Anderson, KJ., Journal of College Student Psychotherapy,, 12(2), 65-74., (1997).

This article examines the use of group counseling at various colleges and universities and the factors that affect this use.

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[A systems approach to understanding and counseling college student-athletes.](#)

Fletcher, TB, Benschhoff, JM., Journal of College Counseling,, 6(1), 35., (2003).

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abstract: http://eric.ed.gov/ERICWebPortal/Home.portal?nfpb=true&pageLabel=RecordDetails&ERICExtSearch_SearchValue_0=EJ667542&ERICExtSearch_SearchType_0=eric_accno&objectId=0900000b80006014

This article examines the academic and athletic challenges and the stereotypes faced by student-athletes.

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Establish and Follow Crisis Management Procedure

Crisis situations arise when students or other individuals affiliated with the campus community engage in dangerous behaviors that put themselves, their peers, and the campus community at risk. As recent headlines have shown, suicide has become one of the most highly publicized student behaviors that results in a crisis situation, prompting numerous campuses to establish and follow a crisis management procedure. But there are many other student behaviors that can have a negative effect on students' safety, mental health, and general wellbeing. Riots, classroom misconduct, physical intimidation, computer mischief, drug and alcohol abuse, and campus crime are examples of other student behaviors that administrators need to respond to quickly and effectively to protect the safety of students and staff.

Regardless of the specific nature of the crisis, crisis situations can be profoundly disruptive to everyone on campus and can even extend to the surrounding community. When a crisis involves the larger campus community, campuses can focus their efforts on alleviating grief and anxiety and adjustment-related difficulties. However, the impact of a crisis may not always be short-term – crises can profoundly impact college and university students and staff for years following the incident. Therefore, colleges and universities should have specific protocols in place for all types of crises.

Crisis management protocols and procedures may be specific to a given event, such as an attempted or completed suicide, and can be either preventive or postvention in nature. *Preventive crisis management strategies* are established prior to onset of a crisis situation, with the underlying goal being to prevent a crisis from happening in the first place. In some cases, these intervention strategies may focus on isolating disruptive students or training faculty and staff on how to identify disruptive students or situations and ways to intervene appropriately.

Preventive crisis management strategies may need to be coupled with *postvention activities*, which focus on actively addressing the situation after a crisis has occurred. Postvention activities aim to minimize immediate and long-term consequences of the crisis. These may involve having a network of professionals in place to respond to a crisis once it has happened. These individuals can then immediately begin working on post-disaster activities, such as assisting students with grief and other emotional difficulties that may ensue as a result of the campus crisis.

In terms of responding to and preventing suicide, campuses should focus on developing preventative policies and systems that give faculty and other staff the tools they need to identify and take action to immediately respond to a student who expresses signs, symptoms, or behaviors that may be indicative of suicide. Careful consideration of the following elements may help campus administrators, counseling center staff, and other professionals to devise an effective suicide prevention protocol:

- Devising safety protocols for students who may be at risk. This will likely involve establishing mechanisms for identifying and responding to student in acute distress, addressing issues around voluntary or involuntary psychiatric hospitalizations, and documenting encounters between students and campus staff
- Developing an emergency contact notification protocol
- Developing a medical leave of absence and reentry protocol
- Disseminating protocols and educating gatekeepers

These preventive strategies need to be combined with postvention crisis management strategies in the unfortunate event that a student completes a suicide. These postvention activities may focus on identifying ways to responsibly report the student suicide to the media and the larger campus community. It will also involve ensuring that mental health supports and resources are made available to anyone on campus, including students, faculty, and staff, who are affected by the suicide.

Establish and Follow Crisis Management Procedure Resources

[Dealing with disruptive and emotional college students: A systems model.](#)

Hernandez, T. J., Fister, D. L., *Journal of College Counseling*, 4(1), 49-62., (2001).

This article proposes a systemic model for handling disruptive behaviors. The model, in which college counselors have a leading role, uses faculty liaisons, a faculty and staff handbook, faculty and staff training, and policy

development to address the problem.

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http://www.collegecounseling.org/resources/hernandez_sys.html

Disciplinary counseling in higher education: A neglected challenge.

Stone, G. L., Lucas, J., Journal of Counseling & Development, 72, 234-238., (1994).

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abstract: http://eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=RecordDetails&ERICExtSearch_SearchValue_0=EJ478937&ERICExtSearch_SearchType_0=eric_accno&objectId=0900000b80039a00

A survey about disciplinary counseling elicited responses from a national sample of counseling center directors. The article discusses information about demographics, referrals, goals, reference material, and issues related to disciplinary counseling.

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The emerging crisis of college student suicide: Law and policy responses to serious forms of self-inflicted injury.

Lake, P.F., Tribbensee, N.E., Stetson Law Review, 32, 125-157., (2002).

This article offers a law-and-policy vision of appropriate college responses to student suicide and self-inflicted injury.

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Establish and Follow Crisis Management Procedure Resources

[Dealing with disruptive and emotional college students: A systems model.](#)

Hernandez, T. J., Fister, D. L., Journal of College Counseling, 4(1), 49-62., (2001).

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http://www.collegecounseling.org/resources/hernandez_sys.html

Disciplinary counseling in higher education: A neglected challenge.

Stone, G. L., Lucas, J., Journal of Counseling & Development, 72, 234-238., (1994).

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A survey about disciplinary counseling elicited responses from a national sample of counseling center directors. The article discusses information about demographics, referrals, goals, reference material, and issues related to disciplinary counseling.

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The emerging crisis of college student suicide: Law and policy responses to serious forms of self-inflicted injury.

Lake, P.F., Tribbensee, N.E., Stetson Law Review, 32, 125-157., (2002).

This article offers a law-and-policy vision of appropriate college responses to student suicide and self-inflicted injury.

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Restrict Potentially Lethal Means Resources

The emerging crisis of college student suicide: Law and policy responses to serious forms of self-inflicted injury.

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Encourage Life Skills Development

The transition and adjustment to college is stressful for many college students. Nearly all will encounter stress as they adapt to academic demands, housing and financial obligations, and make decisions about coursework, internships, and their career. Some may also feel overwhelmed in trying to balance their academic schedule with other non-academic commitments. These stressors may be heightened among certain groups of students, such as first-year, international, and non-resident students, who are perhaps more at risk for experiencing extreme stress.

Some college students may be poorly equipped to respond to these stressors. They may lack the coping skills or internal resources needed to handle stressful situations, especially if they need to respond to such problems on their own. Students may also lack other needed life skills required for being successful in school, the workforce, or adulthood generally. These life skills may include problem-solving or time management skills, or things like knowing how to balance a checkbook or developing a personal budget.

Institutions of higher education can assist students in managing and coping with stress they encounter while at school and help them develop necessary life skills. Campuses can increase students' ability to adjust to college by educating them about mental health and wellness and providing them with the tools to recognize and manage a variety of stressors and emotional triggers. Campuses can also provide the resources needed to have campus-based support groups, mentoring programs, or psychoeducational groups. Workshops or tutorials on problem-solving techniques or other pertinent topics may also be provided. If implemented appropriately, these skills-building activities have the potential to provide students with necessary skills for facing and tackling various challenges in school and life.

Encourage Life Skills Development Resources

Assessing clients' level of hope: A preliminary study at a college counseling center.

Westburg, N. G., Boyer, M. C., Journal of College Counseling, 2(1), 25., (1999).

Link to

abstract: http://eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=RecordDetails&ERICExtSearch_SearchValue_0=EJ589108&ERICExtSearch_SearchType_0=eric_accno&objectId=0900000b8001abff

This article examines findings and implications of a study measuring levels of hope among college counseling center clients.

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Common stressors among international college students: Research and counseling implications.

Chen, C. P., Journal of College Counseling, 2(1), 49., (1999).

This article addresses the stressors that affect international college students. The author provides counseling implications and makes recommendations for future research.

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Effects of a peer program on international student adjustment.

Abe, J., Talbot, D. M., Geelhoed, R. J., Journal of College Student Development, 39(6), 539-547, (1998).

This article discusses the results from a study in which the adjustment of international students who participated in a

peer program was compared to that of international students who did not participate.

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http://www.findarticles.com/p/articles/mi_qa3752/is_199811/ai_n8823740

[Facilitating the transition to university: Evaluation of a social support discussion intervention program.](#)

Pratt, M. W., Hunsberger, B., Pancer, S. M., Alisat, S., Bowers, C., Mackey, K., et al., *Journal of College Student Development*, 41(4), 427-441., (2000).

In this article, an intervention involving social-support-focused discussion groups for the transition to university is described. Fifty first-year students participating in six groups showed better adjustment to university and fewer behavioral problems compared with a randomly assigned control group at a follow-up evaluation conducted at the end of the year.

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http://www.findarticles.com/p/articles/mi_qa3752/is_200007/ai_n8926463

Forgiveness and romantic relationships in college: Can it heal the wounded heart?

Rye, M. S., Pargament, K. I., *Journal of Clinical Psychology*, 58(4), 419-441., (2002).

Link to

abstract: http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&list_uids=11920695&dopt=Abstract

This study evaluated the effects of two versions of a six-week group forgiveness intervention for college women who had been wronged in a romantic relationship.

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[Life-skills development inventory-college form: An assessment measure.](#)

Picklesimer, B. K., Miller, T. K., *Journal of College Student Development*, 39(1), 100-110., (1998).

This article discusses the development, evaluation, and utility of the LifeSkills Development Inventory-College Form.

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http://www.findarticles.com/p/articles/mi_qa3752/is_199801/ai_n8771905

[Normative data on the college adjustment scales from a university counseling center.](#)

Nafziger, M. A., Couillard, G. C., Smith, T. B., Wiswell, D. K., *Journal of College Student Development*, 39(3), 283-290., (1998).

In this study, normative data on the College Adjustment Scales (CAS) were gathered from university counseling center clients. Counseling center clients differed significantly from two nonclient student comparison groups, especially in reported problems with anxiety, depression, and self-esteem.

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http://www.findarticles.com/p/articles/mi_qa3752/is_199805/ai_n8788932

[Prediction of college student dropouts using EDS scores.](#)

Witherspoon, A. D., Long, C. K., Chubick, J. D., *Journal of College Student Development*, 40(1), 82-86., (1999).

Researchers used the Environmental Deprivation Scale (EDS) to identify college students who were at risk for dropping out of college by determining the educational status of 72 male and female undergraduates 6 quarters after they had completed the EDS.

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http://www.findarticles.com/p/articles/mi_qa3752/is_199901/ai_n8845794

Psychosocial factors that predict the college adjustment of first-year undergraduate students: Implications for college counselors.

Martin Jr., W. E., Swartz-Kulstad, J. L., Madson, M., Journal of College Counseling, 2(2), 121., (1999).

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abstract: http://eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=RecordDetails&ERICExtSearch_SearchValue_0=EJ610977&ERICExtSearch_SearchType_0=eric_accno&objectId=0900000b80007a51

This study sought to determine which psychosocial factors predict the most successful adjustment to college.

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Stress management through written emotional disclosure improves academic performance among college students with physical symptoms.

Lumley, M. A., Provenzano, K. M., Journal of Educational Psychology, 95(3), 641-649., (2003).

Link to

abstract: http://eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=RecordDetails&ERICExtSearch_SearchValue_0=EJ674352&ERICExtSearch_SearchType_0=eric_accno&objectId=0900000b80000ae7

This study tests the effects of writing about stressful event on grade point averages.

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Promote Social Networks

Having social networks or people to talk to or interact with on a daily basis plays a key role in psychological well-being. Interactions with peers provide students with the opportunity to bond and share a sense of identity. The social support students receive as a result of their connection to others can help them cope with academic, career, family, and related challenges they may encounter while at school. Without these meaningful social interactions, students can feel isolated, lonely, or disconnected. If these feelings last for an extended period of time or interfere with a student's ability to function, they may result in both mental or physical health consequences.

Although all students may feel lonely or isolated from time to time and experience problems related to interacting with others, certain groups of students may be particularly vulnerable for experiencing social network and social support problems. Oftentimes these students belong to a minority group, whether by gender, race, ethnic origin, or sexual orientation. For example, college students who are lesbian, gay, bisexual, or transgender (LGBT) or who have mental health problems may be more likely than their peers to report feeling isolated as a result of widespread social stigma.

More and more campuses are recognizing the importance of helping students expand their social networks and increase their perceived social support. Promoting social networks involves fostering relationships among students, which can lead to an increase in their sense of belonging and connection to campus. It also involves devising activities, policies, and strategies that help to reduce student isolation and promote feelings of connectedness. Campuses that promote students' social networks can also encourage the development of smaller groups within the larger campus community as a way of fostering a campus-community spirit.

In developing policies and programs to increase students' social networks, campuses may also want to consider how the meaning of community and social connection has changed. For a lot of students, being "connected" may occur virtually rather than through face-to-face situations. Therefore, finding ways to increase social networks may focus on the ways in which students connect with one another via the Intranet, mobile phones, and other electronic devices.

Promote Social Networks Resources

[Common stressors among international college students: Research and counseling implications.](#)

Chen, C. P., *Journal of College Counseling*, 2(1), 49., (1999).

This article addresses the stressors that affect international college students. The author provides counseling implications and makes recommendations for future research.

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Connectedness: A review of the literature with implications for counseling.

Townsend, K. C., McWhirter, B. T., *Journal of Counseling & Development*, 83(2), 191-201., (2005).

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abstract: http://eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=RecordDetails&ERICExtSearch_SearchValue_0=EJ698396&ERICExtSearch_SearchType_0=eric_accno&objectId=0900000b8034c3a5

In this article, the authors review the current conceptual and empirical literature from a variety of disciplines dealing with the construct of connectedness.

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[Effects of a peer program on international student adjustment.](#)

Abe, J., Talbot, D. M., Geelhoed, R. J., Journal of College Student Development, 39(6), 539-547, (1998).

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[Facilitating the transition to university: Evaluation of a social support discussion intervention program.](#)

Pratt, M. W., Hunsberger, B., Pancer, S. M., Alisat, S., Bowers, C., Mackey, K., et al., Journal of College Student Development, 41(4), 427-441., (2000).

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[The impact of membership in a support group for gay, lesbian and bisexual students.](#)

Dietz, T. J., Dettlaff, A., Journal of College Student Psychotherapy, 12(1), 57-72., (1997).

Link to

abstract: <https://www.haworthpress.com/store/ArticleAbstract.asp?sid=G6PE7CNHXN8HK9LKKKE9UX6J9GC97EA&ID=49289>

In-depth, qualitative interviews were conducted with 11 gay, lesbian, and bisexual students at a small, church-affiliated university to explore how their membership in a support group affected them.

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[Psychosocial factors that predict the college adjustment of first-year undergraduate students: Implications for college counselors.](#)

Martin Jr., W. E., Swartz-Kulstad, J. L., Madson, M., Journal of College Counseling, 2(2), 121., (1999).

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