

SYNERGY



Students from Living Learning Communities, like those from Northern Arizona University (above), have benefitted from the best practices reported by SAPAA members in this issue -- Read on!

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Updates from the Chair Christopher Lewis



Thank you for reading this next installment in our *Synergy* Newsletter series. I hope that you find it to be beneficial!

Here in SAPAA we are busily working on plans for the NASPA Annual Conference that will be arriving much too soon in March. We have many great things planned (look further in this issue for more details), but I am especially excited for the reception that we will host with the Student Leadership Programs and Sustainability Knowledge Communities on Tuesday, March 15, from 7-9 p.m. in “The Field House”, which is a sports bar connected to the Convention Center!

We also are very excited to identify a sponsor for SAPAA. Stylus Publishing has generously donated funds to our Knowledge Community that will be used to develop a research grant to further the partnerships and collaboration that we all hold dear. Over the next few months our Research & Scholarship Committee will develop standards for the identification and awarding of these funds.

Our working groups continue to be on the cutting edge of NASPA, and they are all having some great conversations within them. I encourage you to check them out to learn more about what has been happening in the past and what to expect from each of them in the future!

We continue to be very interested in you, those members who are interested and committed to our ideals. We want to hear your thoughts on the Knowledge Community. What can SAPAA do to

better aid you in your job? What can SAPAA do to better represent the issues that occur on your campuses? Please take a moment and send me an email with your thoughts – lewisch@cooley.edu.

As always, if you are interested in getting involved with SAPAA, we would love to hear from you!

I want to end this with a thank you. This will be my last welcome message as National Chair for the Knowledge Community and I want to thank each and every one of you for your efforts to make SAPAA what it is today. I could not have imagined the momentum of this group when I started this Knowledge Community back in 2001. It has been a pleasure to lead the KC twice. I know that I am leaving it in great hands with Dr. Janet Brugger, our next Chair, and Shannon Gary, our new Vice-Chair. I want to say special thanks to Leigh Remy, my Vice-Chair. Leigh has been an amazing advocate for SAPAA and for each and every one of you, and I could not have done this without her! Also, thanks to all who have been our leadership team, as if you haven't guessed it by now, I think we have the best in all of the Knowledge Communities!

I hope to be able to meet many of you at our Business Meeting at the National Conference as well as at our reception – See you in Philadelphia!

Social Media's Effectiveness within Living Learning Communities



By: John F. Yaun, Jarrett Coger, Dan Stypa, and Meredith Dixon

There is little research to date about the use and effectiveness of social media outlets within Living Learning Communities (LLCs). In the past, many universities used the standard communication practices of e-mail and posting paper flyers as ways to communicate events and updates to LLC members. Today, Facebook pages are used extensively to communicate information to LLC students, as most college students own a Facebook page (Arrington, 2005). Now that other social media outlets are becoming popular – Twitter, blogs, YouTube, and Smartphones – their importance is heightened. How should colleges and universities utilize these technologies toward advancing the goals and success of the LLC? How are student, staff, and faculty buy-in for the use of this new technology achieved in a way that enhances the goals of the LLC, student learning, and success?

have adapted and added new social media outlets to communicate with current and prospective students, and LLCs should be no different. Kaya (2010) reports that universities are turning to social network sites to create online learning communities that incorporate a blend of academic work and networking opportunities, using Facebook-style fun. Kaya (2010) cites two particular examples where social media are used effectively. First, at the City University of New York (CUNY), a new project called Academic Commons works to connect faculty, staff, and graduate students across all of the system's campuses. The CUNY-only network allows its more than 1,300 faculty, staff, and student members in the network to write and share blogs, join groups, and participate in discussions. Another effort Kaya (2010) discusses is at the University of Pennsylvania, where faculty, staff, and students are connected in similar fashion.

According to Kaya (2010), most universities

These are just two examples where using

social media connects students not only to academic resources but also to faculty and their respective colleges. The key to the success of social media outlets within a LLC depends on several factors: the creativity of professors and administrators in communicating LLC information to students; the frequency with which students and staff are checking these sites in order to post and update information and events; and the social media outlets preferred and used by LLC students for their communications. These outlets also are great ways for students to provide feedback on LLC events, to share their future plans, and to communicate with faculty.

Different Uses of Social Media in LLCs

Social media outlets are used daily by millennial college students (Beja, 2009). As a result, institutions of higher education need to utilize social media outlets in order to reach students. This necessity does not have to be a nerve-racking venture because so much of this technology gives institutions varied and oftentimes free opportunities to connect with students.

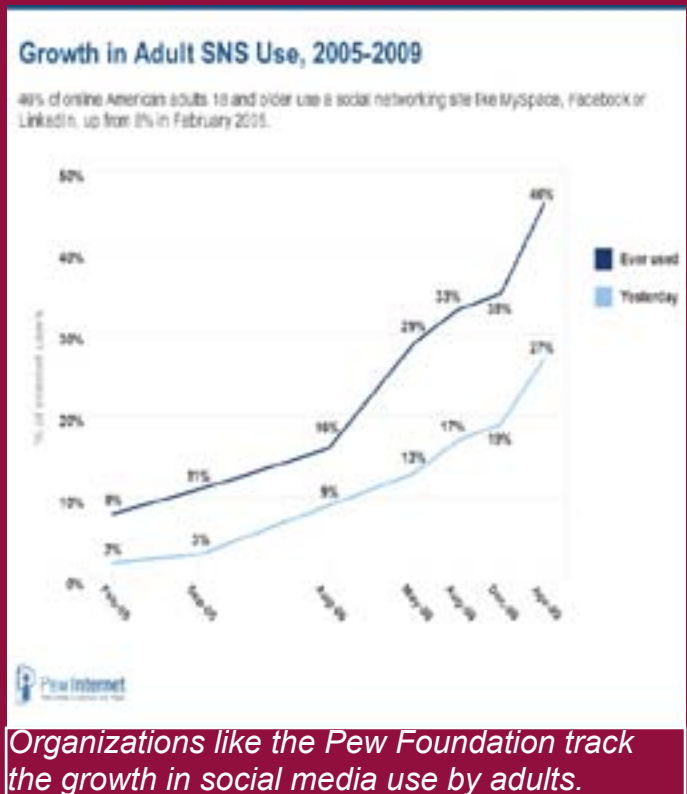
With participation in social media a large part of students' daily lives, it seems logical that LLCs should do their best to encourage participation in the campus community through these avenues. Many LLCs have created Facebook groups or fan pages that allow students to see upcoming events, post and view photos from past events, or participate in discussions. A quick search for "Living Learning Community" on Facebook as of January 3, 2011, yields a long list of LLCs at colleges and universities across the country creating strong visibility through social media. If one student "likes" the page or attends an event hosted by the LLC, his or her friends are "linked" and able to see that information, which may increase program attendance. This modern-day communication results in free publicity that can be invaluable. Similarly, Twitter and

other blogging sites allow students to share their experiences with their followers and spread the word through these sites (Beja, 2009).

When it comes to community development, social networking sites also can be helpful. The ability for students to share their opinions, participate in discussions or post photos allows for connections that cannot necessarily be made otherwise. Discussions on Facebook or Twitter can bring information to those who were unable to attend events, or can foster learning and connections among students long after events, or even school years, end. Some LLCs encourage their students to join their social networking sites before arriving on campus. As a result, students are introduced to one another and start building community before the year even starts. Conversations guided by social media also can bring reserved students out of their shells by providing them with different outlets for expression with peers and faculty.

Creating Buy-in Among Students, Faculty, and Staff for LLC Social Media

In order to begin the buy-in process, an



institution or a particular department must first look to see if their school has any existing policies relating to social media. Policies are often written by personnel within an institution's Office of Communications or Public Relations. After one knows the relevant policies, a plan must be put in place to understand one's social media goals. Social media do not just encompass the big companies in the news, such as Facebook or Twitter; the outlets also cover a myriad of areas, including blogs, microblogging, events, wikis, social news, online advocacy, fundraising, and social networking.

After looking at an institution's policies, one of the best ways is to make a plan that can be adapted for the future. For example, at Morehouse College, Residence Directors have been making Facebook groups for their individual residence halls since 2006. This was done in order to communicate effectively with all of the residents in a hall. Students immediately adopted the LLC's mode of communication because they were already using the technology. Administrators later followed suit when they realized that this method of communication was more effective in communicating with students than sending information through campus email.

An important issue to remember when creating student buy-in for the adoption of social media outlets is student privacy. Therefore, it is important to teach students and staff the importance of privacy protection and the necessity of managing an online presence. An excellent resource for both students and administrators is Dan Scwabel's "Me 2.0" and his blog (www.personalbrandingblog.com).

It is clear that most of today's college students buy into the idea of using social media for communications, networking, and interactions with professors, friends, parents, and even people they don't know. This is

essential for social media's success within an LLC. If faculty and staff members who work with and advise LLC students are not updating these sites daily and using them as frequent communication tools, students will simply stop checking these sites and social media will cease to exist as tools to assist LLCs. Some additional best practices are highlighted below.

Conclusion

Higher education professionals should recognize that online social networking sites like Facebook and YouTube are part of a larger generational development in computer-mediated communications that most students on our campuses use today. Incorporating these media into the world of university communications has already begun; incorporating social media outlets into the growing world of LLCs should now begin to capitalize on these new modes of communication. In our world of instant access to information, colleges and universities cannot afford to leave LLCs behind in this ever-expanding culture of social media.

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Best Practices for Social Media in LLCs

With LLCs playing such an important role in the learning, development, and retention of students, we have identified several best practices to enhance social media use in LLCs:

- 1 ***Conduct a survey of LLC members*** on their uses and expectations of social media outlets.
- 2 ***Make the protection of student privacy a primary concern.*** As MySpace, Facebook, and other sites have been the scene of cyber bullying and online predation recently, balancing the harms and benefits to students is important.
- 3 ***Use various social media outlets*** such as Facebook and Twitter to communicate important information and events to LLC members.
- 4 ***Help students to navigate social media.*** Educators can call this “media literacy,” “digital literacy,” or simply learning to live in a modern society. Students need to know more than just how to use the tools; they need to understand and critique these tools and the importance of using them.
- 5 ***Maintain a Facebook profile that is formal and professional*** while still spotlighting and promoting LLC activities, student feedback, faculty involvement, and LLC benefits.
- 6 ***Keep in mind the power dynamic that exists between faculty and their students and do not “friend” students or accept their invitations to be in their networks.*** Students have mixed feelings about faculty presence on Facebook. What does it mean for a faculty member to “friend” or accept a friend request from a student using Facebook? Students may feel undue pressure and intimidation given the administrative power that faculty members have over students to engage in online social network relationships with faculty members. Students may feel powerless to refuse the online invitations.



All of the authors are members of the SAPAA KC Living Learning Communities Working Group. John F. Yaun is Director of Housing and Residence Life at Marshall University, member of the SAPAA KC Communications Committee, and member of the ACUHO-I Programming Committee. Jarrett Coger is Assistant Director of Residential Education at Morehouse College. Dan Stypa is Residence Life Coordinator at the University of South Florida and Chair of the SAPAA KC Social & Networking Committee. Meredith Dixon is Graduate Assistant Hall Director at the University of Toledo.

Join SAPAA at NASPA



Don't miss the events sponsored by SAPAA KC!

Monday, March 14

Creating an Online Early-alert Program on a Shoestring

Jeanne Ortiz (Coordinating Presenter), Frances Romo, and Andre Coleman – Learn through a case study about an online early alert system developed, implemented and managed by Student Life and Academic Affairs with three years of positive student retention results. (8:30-9:45 a.m. | 120 – C – Convention Center)

Social Identity Gathering – Check the final conference program for time and location

Social Justice at Home: The Development of a Learning Community

Renee Piquette (Coordinating Presenter), Mary Janz, and Jody Jessup-Anger – Join a discussion about the development of the Dorothy Day Social Justice Community, a social justice living-learning community for sophomores that facilitated collaboration across multiple departments. (12:15-1:30 p.m. | Franklin 3 – Marriott)

SAPAA KC Receptions - open to all!

Academic Advising Working Group (6-7 p.m. | 115 – C – Convention Center)

Career Services Working Group (6-7 p.m. | 116 – C – Convention Center)

Living/Learning Communities Working Group (6-7 p.m. | 117 – C – Convention Center)

Service Learning/Civic Engagement Working Group (6-7 p.m. | 118 – A – Convention Center)

Tuesday, March 15

Collaborating with Academic Affairs for Accreditation Success

Andrew Ryder (Coordinating Presenter), Mary Langlie, and Barbara Hillary – Develop your acumen through current research and practical experiences in one of the most challenging aspects of accreditation: demonstrating effective assessment of student learning in and out of the classroom. Presenters aim to help student affairs leaders leverage existing partnerships to promote effective institutional assessments and to complete smooth accreditation processes. (1:45-3:00 p.m. | 121 – B – Convention Center)

SAPAA Business Meeting – Open to all

6-7 p.m. | 406 Marriott

SAPAA, SLP and Sustainability Social - Join the Party in Philly!

7-9 p.m. | The Field House Sports Bar, 1150 Filbert Street, Philadelphia

Join SAPAA at NASPA

Come and Support SAPAA Colleagues!

Monday, March 14

Teaching Life Calling and Leadership - Coordinating Presenter Ellen N. Pate, and Tim Elmore (8:30-9:45 a.m. | 113 – C – Convention Center)

Today's Students: What Do They Want and Get in Academic Advising? - Coordinating Presenter Janine Allen, and Cathleen Smith (8:30-9:45 a.m. | Franklin 4 - Marriott)

SSAO Viewpoint: Involvement in Governance and Policy Formation - Coordinating Presenter Ashley Tull (12:15-1:30 p.m. | Franklin 8 – Marriott)

Be Where the Students Are: Working with Academic Affairs Partners - Coordinating Presenter Erin Linde, Janet Teasdale, and Tracey Rollins (2:15-3:30 p.m. | Franklin 1 - Marriott)

Partnering with Faculty to Teach Personal/Social Responsibility - Coordinating Presenter Steve Neilson, Frank Ardiolo, Caryn McTighe Musil, Nancy O'Neill, Joanna Royce-David, and Marianne Calenda (2:15-3:30 p.m. | 120 – A – Convention Center)

Displaced Workers Finding Purpose as Community College Students - Coordinating Presenter Latrice Eggleston (3:30-4:45 p.m. | 113 – A – Convention Center)

Behind the Veil: Challenges in Serving a New Growing Campus Group - Coordinating Presenter Nasser Razek, and Sandra Coyner (3:45-5:00 p.m. | 119 – B – Convention Center)

Regional Receptions

Region I (9-11 p.m. | Grand Ballroom – C-D – Marriott)

Region II (9-11 p.m. | Grand Ballroom – C-D – Marriott)

Region III (9-11 p.m. | Grand Ballroom – C-D – Marriott)

Region IV East (9-11 p.m. | Grand Ballroom – C-D – Marriott)

Region IV West (9-11 p.m. | Grand Ballroom – C-D – Marriott)

Region V (9-11 p.m. | Grand Ballroom – C-D – Marriott)

Region VI (9-11 p.m. | Grand Ballroom – C-D – Marriott)

Tuesday, March 15

A Purposeful & Integrative Approach to Engaging Sophomores – Coordinating Presenter Dan Stypa, and Jenna Schwartz (8:30-9:45 a.m. | Franklin 12 - Marriott)

Place and Promise: The UBC Plan – Coordinating Presenter Deborah Robinson, Brian Sullivan, and David Farrar (8:30-9:45 a.m. | 119 – A – Convention Center)

Tuesday, March 15 (cont'd.)

NASPA Annual Awards Luncheon

Noon-1:30 p.m. | Liberty Ballroom - Marriott

Retaining High Achievers: Strategies to Keep Your Best Students – Coordinating Presenter Evan Baum (12:15-1:30 p.m. | 110 – A-B – Convention Center)

The Arts on Campus: Feeding Creativity – Coordinating Presenter Kristin Baker, Ty Furman, Eric Beatty, Susan Cohen, Reed Culver, Debra Mexicote, Michele Oshima, and Silagh White (12:15-1:30 p.m. | 109 – B – Convention Center)

Theory to Practice – Using Capstone to Cohere a Master’s Experience – Coordinating Presenter Jody Jessup-Anger, and Korine Steinke Wawrzynski (12:15-1:30 p.m. | Franklin 8 - Marriott)

Building Bridges: Incorporating Civic Development into Programs – Coordinating Presenter Shalon Malone, and Lilly Massa-McKinley (1:45-3:00 p.m. | 115 – A – Convention Center)

Keeping Them Here in Spite of Themselves – Coordinating Presenter Nancy Twynam, and Susan Safford (1:45-3:00 p.m. | Franklin 11 – Marriott)

A Transformative Partnership: Collaborating on Purpose – Coordinating Presenter Kathryn Gage, William Radke, and John Barthell (3:15-4:30 p.m. | 120 – B – Convention Center)

Wednesday, March 16

Academic Advising: Fostering Collaborations with Student Affairs – Coordinating Presenter Julie Betz-Cabrera, and Heather Kenney (8:30-9:45 a.m. | Franklin 2 – Marriott)

Advising Students on Opportunities in the Federal Government – Beth Hanneman (Coordinating Presenter) and Erin Creasy (8:30-9:45 a.m. | 121 – B – Convention Center)

Moving Service Learning to Service Activism – Coordinating Presenter Gary Malaney, and Carrie Hutnick (8:30-9:45 a.m. | 120 – C – Convention Center)

If You Build Them, They Will

Connect: Living Learning Programs

Improve Peer Interaction

By: Dr. Susan D. Longerbeam

One way to think about our work as student affairs professionals is we do the important work of creating environments. Once positive and healthy environments are in place, students have enhanced opportunities to flourish. Another way to state our role is we construct the setting for undergraduates to interact, and undergraduates themselves do the rest; that is, they learn and develop through one another. In fact, student affairs professionals are sometimes best served by not interfering with student learning. Students' interactions with one another, even beyond interactions with faculty and student affairs professionals, lead to their growth and learning (Pascarella & Terenzini, 2005).

One type of program that encourages student interaction is living-learning programs. By design, living-learning programs encourage college students

to interact with their peers (Inkelas & Weisman, 2003; Longerbeam, 2010; Pike, 2002). Allport's (1954) contact hypothesis may help illustrate part of the reason living-learning programs are promising for interaction. The contact hypothesis simply states that four conditions must be met for interactions across difference to be positive: (1) they must be among equal status peers; (2) with shared values; (3) working for common goals; and (4) in the context of institutional support. The continued relevance of the contact hypothesis may be a reflection of the difficulty of achieving greater understanding across human differences. What can nevertheless justifiably be termed a "retro" theory continues as the most widely used theoretical framework for diversity studies in colleges (Chang, Denson, Sáenz, & Misa, 2006).

The kinds of student affairs and higher education programs that meet the aforementioned contact hypothesis conditions are well-established though limited in type. For instance, service learning (the theme of the next Synergy issue, and one well-documented in a recent Synergy issue—see Garland, 2009), community service, and intergroup dialogue programs all meet the contact hypothesis conditions (undergraduate peers with shared values working for common goals in the context of institutional support). Living-learning programs are perhaps the most widely

"In this learning community all of us take the same classes, so whenever you are unable to understand or do something your peers are always there to help"
- Northern Arizona University Student



As student testimonials show, living-learning programs help students to find community and connections through shared interests.

implemented practice with promise for enhancing peer interaction under positive conditions.

Living-learning programs are most clearly distinguished from related higher education programs (such as service learning and intergroup dialogue) by their living-together element. Imagine living-learning programs this way: What other kinds of academic programs, beyond international study programs, offer the ongoing opportunity for intense dialogue at all hours (late-night, in residence hall rooms, discussing shared courses and co-curricular experiences, hashing out differences)?

Beyond imagining, there is plenty of research that indicates living-learning programs are effective at encouraging student interaction and thus student learning (Inkelas & Weisman, 2003; Pike, 2002). We also know, and this is particularly pertinent to our SAPAA knowledge community, that living-learning programs have better learning outcomes when they have a strong academic dimension—more faculty involvement (such as faculty living in the halls and teaching courses), required courses, and academic themes (Inkelas, Soldner, Longerbeam, & Brown Leonard, 2008; Inkelas, Vogt, Longerbeam, Owen, & Johnson, 2006; Inkelas & Weisman, 2003). Student affairs professionals see better outcomes in our program assessments when we collaborate with faculty to embed a strong academic component into living-learning programs.

Why do living-learning programs represent an ideal student and academic affairs collaboration? They have great potential to put student affairs squarely in the academic realm with our faculty partners. Our input is needed; those of



Living-Learning Communities, like the Eco House Learning Community at Northern Arizona University, present a range of opportunities for student-peer learning.

us in student affairs are the professionals best prepared to construct living-learning program environments. Constructing environments is part of what we do; we create the conditions for community. Students in their relationships with one another do the rest by supporting one another to achieve, create community, and contribute to each other's development. If we merely create the conditions, especially conditions that meet contact hypothesis parameters, students will show up to interact in positive ways.

For optimal interaction among students, both the frequency (see Chang et al., 2006; Gottfredson, Panter, Daye, Allen, Wightman, & Deo, 2008; Longerbeam, 2010) and the quality (see Nagda, 2006; Sáenz, Ngai, & Hurtado, 2007) of contact matter. Living-learning programs offer both frequency and quality of peer contact. It is merely a bonus for student affairs professionals that living-learning programs also offer ideal ways to partner with our faculty colleagues. Student affairs professionals have a lot of interest in partnering with our faculty colleagues, which is partly why SAPAA is the largest

knowledge community in NASPA. Living-learning programming can help us get to partnership.

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NET RESULTS

Call for Submissions:

Share your opinions, research-based practices and study results in NetResults, a biweekly NASPA "e-zine."

STYLE REQUIREMENTS: Please submit articles of 800-1,500 words in length as double-spaced, Microsoft Word files, with text formatted to style guidelines established by the American Psychological Association (<http://www.apastyle.org/>). Please see additional details at <http://www.naspa.org/pubs/mags/nr/about.cfm>.

Send your submissions to Associate Editor Michelle Pena at mpena@naspa.org.

RESEARCH & SCHOLARSHIP COMMITTEE READS

Kay, J., & Schwartz, V. (Eds.). (2010). *Mental health care in the college community*. West Sussex, United Kingdom: Wiley-Blackwell.



By: Catherine Adams

Mental Health Care in the College Community is a multi-author collaboration that examines the increasing need for colleges and universities to address student mental health issues. It also considers potential administrative, budgetary, legal, and clinical models necessary to adequately identify and treat students at risk for detrimental behaviors.

The first author discusses the increasing need for colleges and universities to be active in the area of student mental health. Colleges and universities recently witnessed broad scale tragedies such as the shootings at Virginia Tech on April 16, 2007, as well as personal tragedies such as student suicides (Kay, p. 1). Chapter 1 attributes the phenomenon of students with mental health issues matriculating into colleges and universities (who in the recent past probably would not have) to advances in diagnosis, treatment, psychotherapy and psychopharmacology. These advances provide students the necessary stability for social-emotional and academic achievement. Nevertheless, these students still require ongoing support and monitoring in order to maintain the above-mentioned stability. Data from a student survey conducted by the American College Health Association (2007) support the author's claims and highlight the increase of college students with mental health disorders. The Counseling Directors Survey, conducted annually by Dr. Robert Gallagher, also indicates an increase in matriculates with mental health disorders in addition to finding a decrease in campus resources to meet the needs of

these incoming students (284 participants representing 3,441,000 students). Together, these findings are cause for great concern and have directed several colleges and universities to reevaluate not only the services provided by their mental health centers, but also the manner in which these services are offered.

The subsequent chapters provide a historical framework and contemporary models addressing the placement of mental health services within the broader context of the college or university's organizational structure. Barreira and Snider (p. 21) explore the history of college counseling with the emergence of mental health services using the Community Mental Health Model. Chapter 2 explains the historical role of college counseling that usually encompassed academic and career counseling, with health-related services reserved for physical health only. Typically, mental health counseling was referred off-campus to a community-based organization. Eells and Schwartz (p. 33) explore the possibility of a new model that would combine mental health services with health services. The amalgamation of both mental and physical health services offers several benefits including pooling fiscal resources, medication management, and counselor/psychiatrist communication. The authors are careful to discuss potential problems with reporting structures and staff members' professional identities.

Eells and Rando (p. 43) discuss the

essential components of an effective student mental health center focusing on leadership, staff morale, clinic location and layout, efficient record keeping, and funding. Most importantly, the authors highlight the importance of threat assessment and coordination of triage, counseling, and off-campus referrals. These subjects are addressed through best practices that identify and prioritize students in crisis, identify students who may pose threats to their campus communities, and successfully transition students to different levels of mental health treatment such as outside community organizations, medication, or psychiatric hospitalization.

Eichler and Schwartz (p. 57) focus on various types of services that mental health centers at universities may provide given limited resources and unique populations served. Chapter 5 discusses several topics associated with identifying students in crisis and treatment models. Such topics include: urgent care models, triage systems, initial interview techniques, flexible scheduling (students do not like to commit to several visits due to fear of being stigmatized, their anxieties over receiving treatment, and discouragement that treatment is not working), referral process and student “denial as to the severity of their problems” (p.63). The authors also address the main disorders for psychiatric referral, and best practices for addressing students regarding medication consultations.

The book continues with Grayson (p. 95) reviewing important key positions that comprise the college mental health team and their primary functions. Bower and Schwartz (p. 113) outline legal and ethical issues mental health centers should consider such as confidentiality, privacy, campus safety, HIPPA, FERPA, and discrimination. Siggins (p. 143) emphasizes the need to collaborate with the rest of the campus community in

order to identify and support students with mental illness. Siggins explains that students are not isolated unto themselves and are involved with “friends, roommates, family, teammates, coaches”, and all other aspects of student life (p. 143). Therefore, it is vital to keep in mind the various facets of the student’s life when considering his or her mental health. Siggins highlights training faculty and staff in the concept of overall prevention, finding and educating members of targeted groups, and pinpointing at-risk individuals for referral to professional mental health care. The theme of Chapter 8 is using a campus-wide, holistic approach to student mental health and making all campus members responsible for the health and well-being of students.

Silverman and Glick (p. 157) answer the important questions that educators at colleges and universities want to understand: what is a crisis, and when does a crisis become a psychiatric emergency? Additionally, the authors discuss several crisis intervention methods with the goal of reducing the “intensity of an individual’s emotional, mental, physical and behavioral reaction” and the “aim to help the individual to return to their pre-crisis level of functioning” (p. 159).

The authors also point out that generally counselors in the mental health centers are not the first individuals to realize a student is in crisis. Typically roommates, coaches, and faculty are the first to realize that the student is in need of help. The authors suggest that these individuals be able to assist students and guide them to the mental health center. Several programs such as Applied Suicide Intervention Skills Training and training in the Question, Pursued, and Refer (QPR) approach are recommended. Silverman and Glick offer excellent suggestions for crisis intervention by means of including all members of the campus community.

Nevertheless, training non-mental health care providers such as faculty, coaches, and the student body would require a great deal of resources, funding, and community cooperation.

Girard (p. 179) provides valuable insight for practitioners at mental health centers on how to work with parents and families of young adults. Girard notes that the new generation of college students brings with them more involved parents than that of Generation X. Therefore, universities have developed policies that satisfy the student's academic privacy while still incorporating parental involvement with regard to the student's mental health and safety. FERPA does allow for the university to contact parents if the student is at risk for harm. In addition, clinicians generally fall under HIPAA if their clinics bill patients or insurance companies. Most college mental health centers do not bill students or insurance companies and therefore do not fall under HIPAA.

Kay and Schwartz (p. 203) discuss a model of using psychiatric resident rotations in mental health centers of universities with affiliated medical schools and/or hospitals. This provides a connection between the general campus and their medical community. Additionally, mental health centers which are staffed with psychiatrists generally only have them available part-time. The psychiatric resident provides additional services. Davar (p. 219) continues the discussion of mental health center staffing by suggesting training for graduate psychology students and social workers with an emphasis on recruitment, orientation, mission statement, theoretical application, training organization, intake interviewing, and competency.

Fauman and Hopkinson (p. 247) focus on special populations that may be at-risk due to lifestyle, language barriers, lack of support, age, or other reasons that may make them stand out from the general population. The

authors identify several groups of special concern: athletes, international students, returning students, students with chronic illnesses, graduate students, transfer students, LGBTQ students, veterans, and victims of assault. Chapter 13 offers a comprehensive list of ways to create a welcoming environment specifically for LGBTQ students (p. 259) and an excellent list of "Elements of a Comprehensive Approach to College Mental Health" (p. 263).

The final chapters discuss using a public health approach in treating student mental illness, the misuse of drugs and alcohol by US college students, the importance for conducting research and collecting data at college and university counseling centers, and an international perspective on college mental health.

Overall, *Mental Health Care in the College Community* is very well organized, easy to read, and informative. Throughout the book the authors used evidence-based data to support their assertions and provided thoughtful alternatives to current models being used in several institutions today. The book *Mental Health Care in the College Community* does not read as a guide for how a student mental health center should be constructed, but offers suggestions on various administrative-, clinical-, and community-oriented methods and models that could be incorporated at every college and university to align services with best practices and to produce outcomes that meet their populations' needs.

Although quite comprehensive, it would have been very valuable to have more information regarding the stigma and stereotypes associated with mental illness and how those stereotypes impact the college student's utilization of campus services. Additionally, due to stigma

surrounding the seeking of mental health treatment and stereotypes, it would be interesting to know if there are university mental health centers that engage in campus outreach campaigns, components of such models and their outcomes.

The final back cover comments from the editors of this book recommend that all “mental health clinicians, graduate students in the mental health discipline, Student Affairs deans and their staff, presidents and provosts” should read this book. However, I agree with Silverman and Glick (p. 157) that usually the first person to realize a student is in crisis is usually a non-mental health care provider. Therefore, I would encourage any individual working at the college or university level that comes into contact with students to read *Mental Health Care in the College Community*.

Catherine Adams, M.A., is a Statistician at the University of California, Irvine, and a Research Lead with the SAPAA KC Research & Scholarship Committee.

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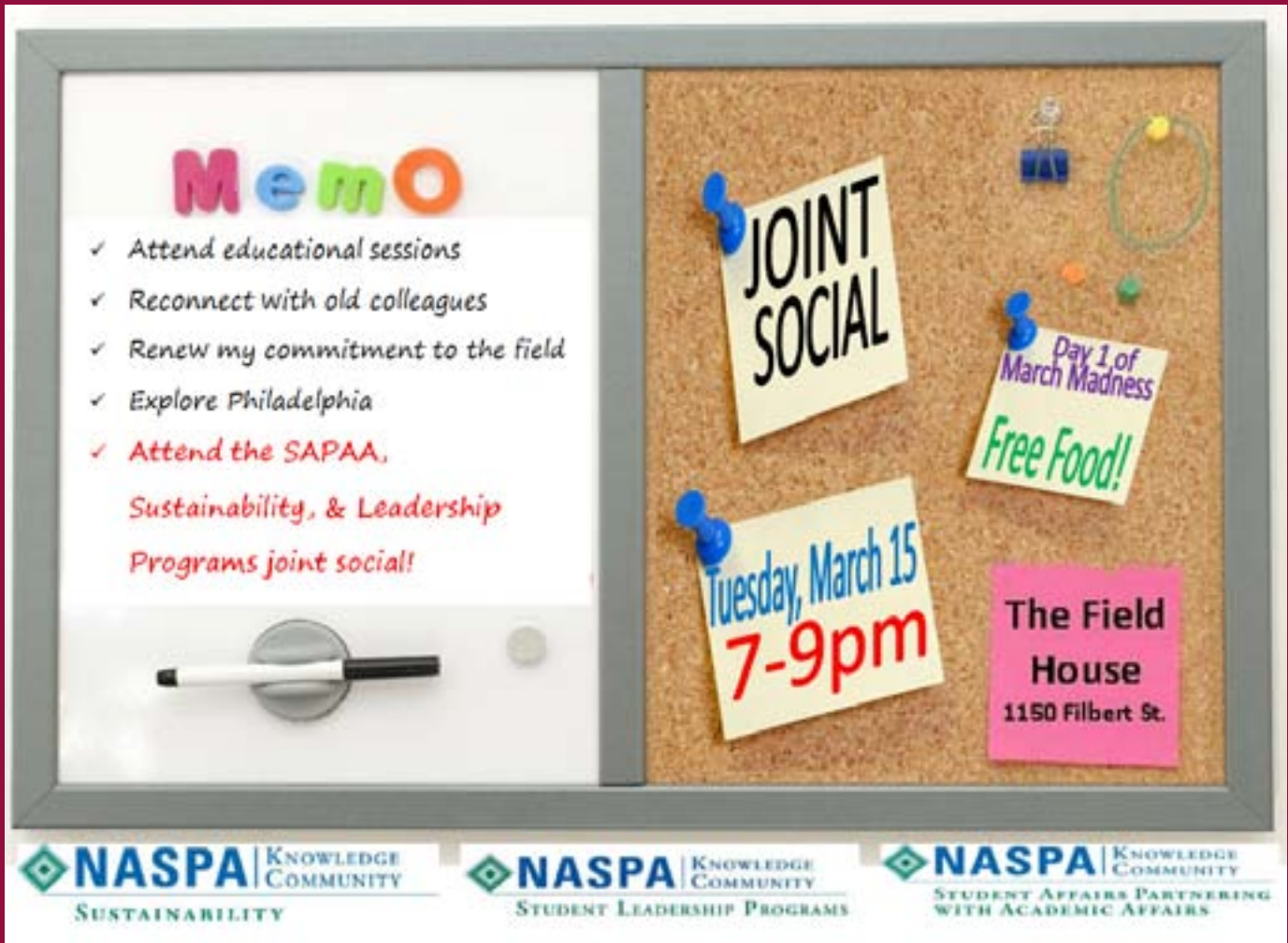
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