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Core Comp II

22 November 2024

## Annotated Bibliography

Bantjes, J., Hunt, X. & Stein, D.J. Public Health Approaches to Promoting University Students' Mental Health: A Global Perspective. *Curr Psychiatry Rep* 24, 809–818 (2022).

<https://doi-org.aurarialibrary.idm.oclc.org/10.1007/s11920-022-01387-4>

This source gives a broader perspective on the mental health crisis that college students face. It discusses how mental disorders like depression and anxiety are common among students from all over the world. It discusses the importance of improving mental health care for students to treat these issues more effectively. This source is reliable because it is peer-reviewed and academic. It is also in-depth with its analysis of mental illnesses shared among students across the world as well as its analysis of the effects of certain strategies to combat them. This source is helpful because it shows how wide-scale this issue is, adding to the importance of addressing it. It is also helpful because it supports my argument of using different strategies to begin addressing it.

Campbell, F., Blank, L., Cantrell, A. *et al.* Factors that influence mental health of university and college students in the UK: a systematic review. *BMC Public Health* **22**, 1778 (2022).

<https://doi.org/10.1186/s12889-022-13943-x>

This source discusses some of the factors that cause the mental health crisis of college students. It talks about how some of the main ones are academic pressure, financial stress, and loneliness. It also talks about some ways to address them like support from universities and the importance of socializing. This source is reliable because of its use of data to back up its claim citing various credible sources. It helps describe certain risk factors and ways to address them. This source is useful because it helps give a background into some of the factors that contribute to the problem I am discussing. It also supports my argument of using a variety of strategies to address this issue.

Gerber, William. "Psychological Counseling of Students". CQ Researcher, 25 Nov 1970. Thousand Oaks, California: CQ Press, 1970. 22 Oct 2024, doi: <https://doi.org/10.4135/cqr0112500>

This source talks about the importance of mental health counseling centers on college campuses. The source argues that they are very important to the success of college students. This source is reliable because it shows the historical impact counseling centers have had on the lives of college students. Its explanation of the historical importance of counseling helps to better understand the need for it still. This source is helpful because it gives historical background to the issue of college student's mental health. It can also be used to show that this issue needs to be addressed with more modern strategies helping support my argument.

Karatekin, Canan. "Adverse Childhood Experiences (ACEs), Stress and Mental Health in College Students." *Stress & Health: Journal of the International Society for the Investigation of Stress*, vol. 34, no. 1, Feb. 2018, pp. 36–45. EBSCOhost, <https://doi-org.aurarialibrary.idm.oclc.org/10.1002/smi.2761>.

This source talks about the effects that past trauma can have on the current mental health of college students. It shows that students with more Adverse Childhood Experiences experience more mental health problems as they become more stressed during college. This source is useful because of its focus on a specific group of people and is reliable because it is unbiased and scholarly. Its focus on students with traumatic experiences shows how some strategies might not work on specific students. This source is helpful because it is specific in finding students who are more likely to experience mental health issues. It supports my argument by advocating for more personalized care for students who may be likely to experience more mental health challenges.

Lai, Yun-Ju et al. "Optimism and mental health in college students: the mediating role of sleep quality and stress." *Frontiers in psychology* vol. 15 1403146. 16 Jul. 2024, doi:10.3389/fpsyg.2024.1403146

This source talks about the effects that optimism has on students' mental health. It shows that increasing optimism can increase sleep quality and lower stress in students. This source is reliable because it is recent, coming out this year, and has a lot of informative data to support its claims. Its use of statistics helps to strengthen its argument. This source is helpful because it shows a strategy to help students better their mental health. This source

helps to support my argument by explaining one strategy to prevent students' mental health from declining.

Li, Xiaoran. "Application of emotion recognition technology in psychological counseling for college students" *Journal of Intelligent Systems*, vol. 33, no. 1, 2024, pp. 20230290. <https://doi.org/10.1515/jisys-2023-0290>

This source talks about the use of emotion recognition technology in psychological counseling for college students. It shows how this technology can help students receive more personalized counseling. This source is reliable because it is recent and shows a new way to address the issue of mental health. It is also reliable because of its use of detailed data showing the impact of this strategy. This source is helpful because it will help me expand upon the idea that addressing this issue requires more than just the traditional approach. It helps to strengthen my argument by showing how this can be combined with counseling to give students a more personalized experience.

Moeller, Robert W et al. "Emotional Intelligence, Belongingness, and Mental Health in College Students." *Frontiers in psychology* vol. 11 93. 31 Jan. 2020, doi:10.3389/fpsyg.2020.00093

This source looks at the effects of emotional intelligence and a sense of belonging on college students mental health. It shows that students with higher emotional intelligence can reduce mental health issues. This source is reliable because it cites all of its sources used during the study and is peer-reviewed. Its focus on the importance of emotional intelligence and belonging shows more recent developments in addressing mental health issues in students. This source is helpful because it shows one way of decreasing negative mental health in students. Its focus on non-traditional approaches supports my argument of addressing mental health with many new strategies.

Osborn, T.G., Li, S., Saunders, R. *et al.* University students' use of mental health services: a systematic review and meta-analysis. *Int J Ment Health Syst* **16**, 57 (2022). <https://doi.org/10.1186/s13033-022-00569-0>

This source analyzes some of the factors of why students either use mental health services or not. It finds that stigma, cost, and lack of awareness are some of the main reasons

students do not use them. This source is reliable because it is peer-reviewed and uses data effectively from different studies. It mostly focuses on how many students use the services rather than the impact of them, making it more focused and detailed. This source is helpful because it explains what makes certain programs effective or not. It has a lot of data that can be used to understand the issues students face with different strategies.

#### Responding to the Crisis in College Mental Health: A Call to Action

Patel, Bina Pulkit et al. *The Journal of Pediatrics*, Volume 257, 113390

This source criticizes college mental health programs, focusing on making them more accessible, reducing the stigma around them, and integrating them more into institutions. They argue that the mental health crisis is a public issue that needs to be addressed in universities. This source is reliable because it is peer-reviewed and uses data to back up its claims. Its recommendation to expand mental health funding is also relevant to my topic. This source is useful because of its criticism of the current systems in place. Its recommendation to increase accessibility for students and decrease the stigma around mental health works to support my argument as well.

Pointon-Haas J, Waqar L, Upsher R, Foster J, Byrom N, Oates J. A systematic review of peer support interventions for student mental health and well-being in higher education. *BJPsych Open*. 2024;10(1):e12. doi:10.1192/bjo.2023.603

This source discusses how effective peer support interventions are for college students. It focuses on how important it is for these interventions to have a structured program with trained peer supporters. It shows how these interventions help reduce anxiety, make students feel more comfortable, and help them engage more with mental health resources. This source is reliable because it is peer-reviewed and uses a lot of data to back up its claims. Its focus on peer support interventions helps better understand some of the benefits and challenges of this specific strategy. This source is useful in understanding the effects of peer support interventions which is one of the strategies I plan on discussing. It helps show how to use them effectively in treating student's mental health.

Winzer R, Lindberg L, Guldbrandsson K, Sidorchuk A. 2018. Effects of mental health interventions for students in higher education are sustainable over time: a systematic

review and meta-analysis of randomized controlled trials. PeerJ 6:e4598

<https://doi.org/10.7717/peerj.4598>

This source analyzes the effects of mental health interventions on college students and whether the effects are sustainable or not. It focuses on the use of cognitive behavior therapy as well as mindfulness. It shows that these interventions help students lowering rates of depression and anxiety with long-lasting effects. This source is reliable because of its analytical nature, using data from randomized controlled trials. It also shows the lasting effects of these interventions, increasing their reliability. This source is helpful because it backs up the use of mental health programs in college universities. Its specific focus on interventions allows me to narrow my idea for how to address this issue.

Worsley JD, Pennington A, Corcoran R (2022) Supporting mental health and wellbeing of university and college students: A systematic review of review-level evidence of interventions. PLoS ONE 17(7): e0266725. <https://doi.org/10.1371/journal.pone.0266725>

This source discusses reviews of different forms of mental health interventions for college students. It analyzes practices that are effective, like peer support programs, resilience training, and counseling. This source is reliable because it is peer reviewed and effectively uses evidence to support its arguments. Its use of reviews helps better understand which strategies work and issues surrounding them. This source is useful because it gives an overview of effective intervention strategies supporting my argument of a multilevel approach. It is also useful in finding issues with current strategies that I can discuss.

## Literature Review

When discussing an issue as complex as the mental health crisis in college students, it is important to understand how prevalent it is as well as the rate at which it has increased recently. The rise of mental health issues among college students has risen significantly in the last year, with students being diagnosed with a lifetime mental health condition rising from 22% in 2007 to 36% in 2017 (Patel, Lewis). This rise is particularly troubling as this can lead to worsened academic performance, students dropping out, and a generally worse college experience. A significant rise has been seen after the Covid-19 pandemic. Factors like financial stress, academic stress, and social isolation have greatly contributed to this crisis. This literature review aims to find ways to address this issue, focusing on strategies like counseling services, peer support groups, preventative approaches, and technology integration. It is essential to use the information from these different articles to better understand which strategies work best and how to integrate them effectively. Using an approach that combines traditional counseling, peer support groups, preventative strategies, and recent technology is essential in addressing the mental health crisis in college students. This review will begin by exploring and explaining the different factors that contribute to this issue. It will then look at some current ways to treat them like counseling, peer support, preventative strategies, and new technology. Lastly, it will address some of the issues with these current strategies and point out ways they can be improved in the future.

To understand the full impact of the issue it is important to see all of the effects. The most common mental disorders in students are anxiety and mood disorders like depression. Surveys showed that 31.4% of students from Australia, Belgium, Germany, Mexico, North Ireland, South Africa, Spain, and the United States screened positive for at least one common mental disorder (Bantjes et al.). If these are left untreated, they can negatively impact students' academic and social functioning. (Bantjes et al.) Next, it is important to identify some of the risk factors attributed to it. Some of the most prevalent seen in students include academic stress, financial stress, and lack of socialization. Academic factors like difficult degree programs, degrees that require practical components like traveling or job experience, and studying in a foreign country are all risk factors for students. (Bantjes et al.) Financial stress is also another risk factor

estimated in 2017 that students in the UK are graduating with average debts of £50,000 (\$62,910). (Campbell et al.) Lastly, loneliness was found to be the largest predictor of mental distress, linked to greater anxiety, stress, and depression (Campbell et al.) Besides common risk factors, it is important to locate students who are at a higher risk. Students who have experienced an adverse childhood experience like emotional, sexual, or physical abuse are more likely to develop mental health problems (Karatekin) For example, a student with two or more ACEs was twice as likely to meet screening criteria for anxiety, depression, or express suicidal ideation than a student with at most one ACE (Karatekin).

Some of the most effective strategies in combatting this crisis are counseling services, peer support programs, preventative strategies, and integration of technology. Counseling services are crucial as they allow students to freely express themselves in a comfortable environment. Different types of counselors, like psychiatrists, psychoanalysts, and clinical psychologists, offer students support based on their specialization, providing more personalized care (Gerber). Although they are helpful, these services aren't used often with studies showing only 26% of students had ever used an on-campus counseling service. (Osborn et al.) This low rate of use is often because of barriers like stigma, cost, and lack of awareness. Many students might feel insecure seeking help, worry about the cost of these services, or not even know about them. Addressing these barriers is essential in making counseling services more effective in treating students.

Another important strategy is peer support programs. Peer support programs are effective as they help students feel more connected to their community and comfortable discussing their mental health. Different methods of this include Peer-led support groups, which aim to gather students together and help each other address common problems or shared concerns; peer mentoring, which pairs higher-year students with lower-year students to give them advice and support, and peer learning which connects students based on their academic goals and is mostly confined within individual departments (Pointon-Haas et al.) Each method has been shown to decrease stress or anxiety levels in students. One study measuring the effects of a peer support group on depression saw a 25% decrease in depression symptoms. Another study measuring the effects of a peer mentoring study on anxiety saw a 62.5% decrease in stress. Similarly, a study measuring the effects of a peer-learning group saw a 66.67% decrease in anxiety symptoms (Pointon-Haas et al.) A different study showed that recreation programs including exercise, art,

and peer support were effective treatments for depression and anxiety (Worsley et al.) Compared to more traditional approaches like counseling students may feel more comfortable utilizing these making them more accessible.

Another strategy that is effective in treating mental health in students is preventative approaches like promoting emotional intelligence and optimism. Emotional intelligence is described as the ability to accurately perceive emotions, generate emotions to regulate thought, understand emotions, and reflectively regulate emotions (Moeller et al.). A higher level of emotional intelligence in students has been linked to better academic performance, students being more likely to stay enrolled, and experiencing better social interactions. An important aspect of better social interactions is a sense of belonging. A lack of social bonds contributes to higher levels of depression and anxiety. The results of a study showed that students with more emotional intelligence experienced higher levels of belongingness, which was associated with less overall mental health problems (Moeller et al.). Similarly promoting optimism, the idea of harboring positive expectations for the future has been linked to better sleep quality, reduced stress, and better academic performance. A study showed that poor sleep quality is related to higher levels of stress, which leads to feelings of anxiety and depression. While higher levels of optimism resulted in better sleep quality and reduced stress (Lai et al.) A study showed that interventions like these had a sustainable effect of 13-18 months for symptoms of depression, and 7-12 months for symptoms of anxiety (Winzer et al.)

A more recent development in treating mental health challenges is the use of new technologies like emotion recognition technology. Emotion recognition technology is an important tool that can be used to detect and recognize human emotional states. It analyzes and processes information like speech, text, and physiological data to determine the emotional state of an individual. Integration of this technology into traditional counseling can provide counselors with more accurate and timely data, resulting in more personalized and effective results on students' psychological problems (Li). As helpful as this technology is, it does not exist without certain limitations. For example, there is a risk of data breaches, with universities having to ensure compliance with legal frameworks like GDPR or HIPAA to ensure students' sensitive data is stored safely. Another ethical issue is the potential bias in emotion recognition algorithms, which could misclassify emotions based on cultural or demographic differences (Li).



Understanding the impacts of this technology as well as its limitations is crucial in integrating it into university counseling systems.

To better understand how to effectively implement these different approaches in universities, it is important to analyze their current limitations. Some of these challenges include stigma, lack of funding, accessibility issues, and poor organization. Many students currently feel uncomfortable seeking help because of the stigma surrounding mental health, with students often seeing counseling as a sign of weakness (Osborn et al.). Lack of funding makes these services less accessible for students with resource limitations like staff shortages resulting in long wait times discouraging students from seeking help (Patel et al.). Many programs like counseling, peer support, and preventative strategies are limited because of a lack of coordination between them, reducing their overall impact and limiting the reach of their interventions (Bantjes et al.) A focus on integrating these programs effectively will increase their outreach making them more effective in treating students.

These different sources highlight the harmful impact of mental health issues on students driven by factors like academic stress, financial stress, and lack of socialization. Programs like counseling, peer support, preventative strategies, and new technologies prove to be effective when implemented correctly. Addressing issues like stigma, lack of funding, accessibility issues, and poor organization is crucial in making these systems more effective. Universities must actively work to make services more accessible to students, reduce stigma, and promote an environment that makes students feel comfortable. These programs must be integrated with better funding and preventative strategies like emotional intelligence and optimism must be implemented into student learning. To address this mental health crisis, university faculty, government officials, and mental health professionals must work together to make college campuses less stressful environments and allow students to have better college experiences. Research in the future should focus on expanding upon traditional approaches as well as integrating new strategies and technologies into mental health programs to make their impact longer lasting and more sustainable.

## Precis

The mental health crisis in college students has shown a significant increase in recent years. This has negatively impacted student's academic performance, damaged their image, and worsened their college experience. Mental health issues like anxiety and depression are the most common, with over 40% of students reported to be struggling with anxiety and 25% reporting depression severe enough to affect their academic performance (Bantjes et al.). To address this growing issue, it is crucial to modernize mental health strategies to make them more accessible and effective to students. Expanding funding to traditional approaches like psychological counseling and peer group support groups while integrating less traditional approaches like preventative approaches and incorporating technology will make services more accessible and impactful. Studies show that only 26% of students have used on-campus counseling services, although there is a large need for their use (Osborn et al.). The integration of these different services will target specific factors that contribute to this crisis, like stigma, lack of accessibility, and supporting students who are more likely to experience mental health issues. Preventative strategies like promoting ideas like emotional intelligence and optimism will ease students into the conversation of mental health, reducing stigma. Expanding funding to existing approaches will increase their reach on campuses, making them more accessible to students who are seeking help. The use of technology like emotional recognition technology will help counselors identify students who experienced adverse childhood experiences and are more likely to experience anxiety, depression, and a heightened stress response (Karatekin).

The intended audience for this topic is mainly college students, those who may be currently experiencing mental health issues, and those who may be more likely to experience them in the future. University faculty and mental health professionals are also part of the audience as they must also be a part of the solution by creating supportive learning environments and addressing stigma (Patel et al.). This topic directly addresses students with many facing mental health issues like anxiety and depression and feeling unsure about how to seek help. Many students, like those in difficult programs like medical school or engineering programs, are at a higher risk due to their intense workloads. Many of them, working part-time while in school, are so busy and stressed that they put their mental health to the side. (Campbell et al.). Some students, like first-generation students, may be unaware of mental health resources offered on

their college campuses or feel cultural pressure that prevents them from seeking help (Bantjes et al.) Another important part of the audience is students who experience adverse childhood experiences and are more likely to experience symptoms of anxiety and depression during college (Karatekin). Programs like peer support groups could help this group of students by supporting them in a safe and creating more of a community. Students can also help address this issue by supporting peer groups acting as leaders and mentors for students who may be experiencing difficulties. Addressing different high-risk groups of students, as well as faculty and mental health professionals, allows this project to more effectively reach a wider range of individuals and promote the importance of modernizing mental health strategies.

The purpose of this project is for college students to feel more comfortable discussing their mental health and seeking help if they need it. They must be aware of different programs established at their universities, like counseling, peer support groups, and preventative strategies like emotional intelligence and optimism. Research shows that improved levels of emotional intelligence and a sense of belonging are crucial in improving mental health outcomes, which shows the importance of integrating these preventative strategies into campus services (Moeller et al.). If their school does not offer them, they must understand the effects they have on mental health and can advocate for them to be implemented on their campus. One example being the effectiveness of structured peer support groups, providing students with a safe space and relate to other students and share their experiences (Pointon-Haas et al.). Students must also be aware of risk factors like academic stress, financial stress, and stigma. Financial stress in particular is one of the main barriers in accessing mental health services for students (Campbell et al.). Similarly stigma is shown to be one of the main reasons do not use counseling services (Osborn et al.). Understanding these different risks allows students to address them and improve their mental health and academic performance. Overall, a shift towards reducing the stigma around mental health and bringing it into the discussion of the college experience is the main goal. Doing this will create a more supportive and inclusive environment on college campuses in which students will feel more comfortable being open about their mental health.

To both express the existence of the mental health crisis and advocate for using a modern approach to addressing it, I would create an app offered through universities to college students as a free resource. This app would include educational information on common mental health issues like anxiety, depression, and stress as well as their common symptoms and ways to

manage them. The app could include educational resources to learn about emotional intelligence and optimism, which have been shown to increase resilience and improve mental health outcomes (Moeller et al.)(Lai et al.) It will also highlight key risk factors like academic and financial stress (Campbell et al.). It will inform students about their campus mental health resources, make appointments with them, and include a community where students can anonymously discuss their mental health with their peers and give each other advice. This method would be very accessible to students as many have access to technology. It will allow them to anonymously discuss their issues if they are not comfortable doing that in person. Educating students on mental health services will reduce stigma and raise awareness, two of the main causes that students don't utilize counseling services (Osborn et al.). This solution would not only benefit students but would also be helpful to universities as it could gather anonymous data from the app and allow universities to have a better understanding of the overall mental health of their student population and trends in common mental disorders. This could eventually even be modeled in different universities across the country and worldwide, helping to address the mental health crisis on a much broader scale.