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The Role of Social Work on College Campuses: A Systematic Narrative Review of Social Work Roles and Values

Ryan Sheats
St. Catherine University, sheats.ryan@gmail.com

The Role of Social Work on College Campuses: A Systematic Narrative Review of Social Work Roles and Values.

by

Ryan J Sheats B.S.W

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Abstract

On college campuses, both mental health and systematic issues are apparent for students. The role of social work needs to be more present on college campuses. This paper will serve to explore the role of social work on college campuses. A narrative systematic review was done in order to answer the question "What is the role of social workers on college campuses". The databases that were used were PsycNet, SOCINDEX, Social Work abstracts, and the Journal of College Counseling. The following search terms were used: Colleges AND Social Casework, College Counseling AND Higher Education, Social Work Practice AND Universities & Colleges. The initial search yielded 384 articles. After the inclusion and exclusion criteria were implemented, 15 articles were determined to meet the standards. 15 articles were split into 3 category ratings according to content. Three main roles emerged from the literature: individual psychotherapist, case manager and mezzo-macro social worker. In addition, the 15 articles were found to have 5 of the social work values present in the roles. These findings suggest that social work would find a home in student service careers on college campuses. This was further fortified by the majority of social work values being present, regardless if a social worker role was present. Future research could include exploring these roles further and creating more opportunities for social work students to work in these settings.

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The university experience is valuable for people from all walks of life. At college, one is able to learn more about themselves, the world, and how to converse with those different from themselves. Universities and colleges in the modern era have always offered services for students through student affairs, counseling or other avenues. Services have been expanded due to mental health and personal issues that college students expereince. Smulson (2010) has noted that 45.6% of college students felt hopeless, 30.7% felt depressed, and many reported difficulties keeping up with commitments in the past 12 months. In addition, college prices have also risen to points where mental health and financial concerns are combining for students (Campos 2015;Joo et al 2009). In a system where both mental health and systemic issues are apparent, the role of social work needs to be more of a presence on college campuses. This paper will serve to explore the current literature that references the role of social work on college campuses with the intent of emphasizing the goodness of fit between the social work profession and the needs of college students.

Background

Not much is written about the roles and experiences of social workers on college campuses. This lack of knowledge stems from many reasons including how departments staff their counselors, the positions available for social workers, and how the profession of social work sees the college setting. A social worker may fill different roles within the college setting including a traditional counselor position, a student affairs position, or a special type of social work oriented program, usually housed in student life. This background seeks to explore the experience of the social worker on a college campus through the examination of college student stressors and the identification of the role of social work on college campuses. Through the narration of this novel setting, one will come to better understand where social work has been,

where it is now, and where it plans to go in the future in the college setting. This background will examine the current literature, describe the methods, and explore why this is an issue in the current college realm.

Identifying the Issues

Before going into the specific roles of a social worker on a college campus, first it may be useful to examine the problem of the lack of social workers on college campuses and why an increase of social workers may benefit the college system as a whole. Through the examination of the current financial costs and other factors of colleges and of the state of mental health for college students, one may better understand the problem.

Stressors on College Students. College students have a multitude of stressors in their lives: school, work, jobs, and extracurricular activities. According to the College Student Health Survey Report (CSHS), some of the most common life stressors noted were roommate conflicts (19.2%), termination of a personal relationship (15.3%) and excessive credit card debt (11.4%) (Lust & Golden, 2015). Forty one percent of college students from this survey also reported having at least one or two of these stressors (Lust & Golden, 2015).

The rise in college tuition within the college community also contributes to the overall stress of college students. Werth (1988) discusses some reasons why college tuition is on the rise, stating that colleges and universities are able to raise prices because the consumer lets them (Werth, 1988). Werth (1988) clarifies this point by saying "We like high prices. High prices tell us what a school thinks of itself, and hence, what we should think of it" (p.55). Werth (1988) argues that tuition is high because price is a reflection of quality, which in turn, motivates students to apply to prestigious universities to get a more marketable education. Werth (1988)

relates this increase to the fact that new age college students expect college to be more than just classes. They expect a brand and a specific experience. While Werth (1988) argues this price increase is partially due to consumers letting it get so high, many others see this as a systemic issue.

Campos (2015) also discusses reasons for the rise in tuition by pointing out many bureaucratically relevant issues. This includes issues like an increase of college administrator's positions, pay discrepancies, and an overall increase in aid and money going to students (Campos, 2015). Campos (2015) argues that the rise in administrators has added to the price of tuition citing that at California Polytechnic University, the number of administrators grew from 3,800 in 1975 to 12,183 in 2008 (p.4). This rise in administrators would not only require that more employees are paid but warrant the expansion of student services (Campos, 2015). Campos discusses the rise of certain salaries saying "…there are no valid arguments to support the recent trend toward seven-figure salaries for high-ranking university administrators" (p.4). Campos (2015) tries to justify the reason for college tuition rising as a consequence of increasing expenditures and funding for the federal Pell grant, but does not account for such a high increase overall in the system. Both Campos (2015) and Werth (1988) support the fact that college tuition has risen, but attribute the causes to a couple different factors. Werth (1988) sees the rise due to inaction from the people while Campos (2015) acknowledges that causes may be outside of the control of the everyday college student. Regardless of cause of the rise in college tuition, financial stress has a major effect on college students.

Factors and mental health in college students. Financial stress in college can have a multitude of mental health effects on students. Through the examination of mental health issues that arise in college students regarding financial stress, one can better understand how the

increase in tuition has affected those looking to get a degree. Joo, Burband, and Grable (2009) examined the impacts of financial stress on college students. Within their study they found that students who tend to be more stressed out due to financial reasons were older, working, and already had credit card debt (Joo et al, 2009). Other reasons that cause financial stress are: academic majors taking longer to complete, major life events, and working during their college experience (Joo et al, 2009). There are many degrees that now require a high number of credit hours, like architecture and engineering, that students are required to spend more time in college (Joo et al, 2009). This means that they will not only have to pay more for tuition, they will also have to pay for another year of student activity fees. Students also find themselves experiencing outside life events such as getting married, starting a family, or dropping out due to urgent family concerns (Joo et al., 2009). Students may work a lot of outside hours to help pay for the rising tuition costs, therefore increasing the time they would be in school, because of a need to minimize credits per semester and go slower through college (Joo et al.,2009).

Trombitas (2012) looked at the financial stress of college tuition on students and found that one third of respondent identified with financial stressors having a negative impact on academic performance. Trombitas (2012) reported that 74% of the respondents were working during the academic year, while 15% were working full-time during the year. Those students who worked more than 20 hours a week were more likely to say that financial stress had a negative impact on their life, and because of this, were more likely to reduce their course load (Trombitas, 2012). Northern, O'Brien, and Goetz (2010) also discuss the implications of financial stress saying that general financial stress has been linked to many negative health outcomes, psychological distress, decline in academics and interpersonal relationships.

Research has noted a trend that in the last 20 years college students need more mental health interventions. The 2010 National Survey of Counseling Center Directors noted a 16% increase in clients from 2000 (Gallagher,2010). In addition, this survey also noted that 45.6% percent of students felt hopeless, 30.7 felt depressed, and many reported difficulties keeping up with commitments in the past 12 months (Smulson, 2010). In addition, according to the CSHS, the two most common lifetime mental health conditions reported were Anxiety (21.7%) and depression (20.8%) (Lust & Golden, 2015).Of those who reported, 34.7% stated that they are unable to handle their current level of stress while in college (Lust & Golden, 2015).

Diversified population. In addition to issues around mental health and finances, the general college population has been changing in the last 35 years. According to Mason (2014) between 1976 and 2012 Latino, Blacks, and Asians populations have all grown. Whereas white people used to make up about 84% of the general student body, they now only make up 60% (Mason, 2014). While the increase of minority populations can be seen as an expansion of services and availability, this drastic change calls for a change in how student services and college counseling centers are staffed (Mason, 2014). Those who are attending universities and colleges are more diverse and tend to have an increase of mental health issues due to many stressors (Mason, 2014; Smulson, 2010).

In addition to diversity in race, there has also been a rise in the amount of student families that are attending universities. According to Kruvelis, Cruse & Gault (2017) the number of single mothers enrolled in undergraduate education has almost doubled between 2000 and 2011, going from 980,000 students to over 2 million. Of those single parents, 37% percent of them are African American and 27% are American Indian (Kruvelis et al., 2017).

College students represent a complex picture of intersectionality. Mental health issues are a significant issue for all types of students, regardless of race, or cultural background (Lust & Golden, 2015:Mason, 2014). Once structural issues are brought in such as finances, it complicates and exacerbates already existing mental health (Joo et al, 2009;Lust & Golden, 2015). As one can see in the CSHS survey, over 10% of the college population sampled opted into credit card debt as being a significant stressor within their lives: coupled with the fact that college can be prolonged by financial stress in the forms of taking less classes or the need to drop out due to family obligations (Joo et al., 2009; Lust & Golden, 2015). This is all intensified by the societal pressure to go to college as a means of getting into a desired career.

Outside events experienced by students may include: working to pay for college, getting married, starting a family, or urgent family concerns (Joo et al., 2009). Given that over two million of these students experiencing these factors above are also student parents, this requires more needs in regard to resources and attention (Joo et al., 2009; Kruvelis et al., 2017). College tuition also continues to go up as a consequence of the increase of employees working within the college system (Campos, 2015). Due to these issues, one may argue that an increase of social work professionals may help to alleviate the problems listed above.

Need for More Social Workers

The NASW Code of Ethics (2008) speaks about values such as: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. College student's stressors are due to many reasons including financial stress and mental health issues. The problems listed above may be best addressed by social workers, due to the systemic nature of the issues. The NASW Code of Ethics (2008) has this to say about social justice: "Social workers strive to ensure access to needed information, services and resources, equality of

opportunity and meaningful participation in decision making" (p.1). This fits well with college students who struggle to make it because of a history of poverty, lack of opportunities, families to take care of, and a multitude of barriers that prevent them from going to college. Social workers try their best to advocate for access to services for all people not just those who can afford it. In addition to a social worker's ability to push for change on the systemic level, social workers can also work in a clinical role to help college students cope with stress and mental health issues. Through working with college students on the macro, mezzo, and micro levels social workers would be a welcome presence on college campuses.

Methods

Research Question

This systematic narrative review will serve to explore the function and role of social work on college campuses. The specific question being investigated is "What is the role of social workers on college campuses/universities." The focus of this exploration is to identify positions and roles that social workers fill to service clients on campuses. In addition, themes of social work values will also be examined to see how social work, as a profession, translates over to this setting. In exploring the question listed above, one can better understand where social work is already and where social workers could work on college campuses given their sets of skills, values and abilities. This specific subject of research is novel since there is little to no literature on the subject. This study is meant to contribute to the knowledge of what is already out there and be exploratory in that the search is more broad in its databases and subject terms.

Narrative Review

In order further understand this setting, a narrative review methodology was used as an effective way to gather and explore the current literature. Since not much is known about this subject area, this methodology was intentionally picked to have a broader sweep in gathering articles and other sources. Narrative reviews seek to explore all sources and types, not just ones with measurable outcomes. In doing this, the writer tried to paint a picture, through differing types of sources, of what social work's role already looked like on college campuses. In addition, specific search criteria were utilized in order to sift through the literature presented within the databases.

Design Search Strategy

Searching for the role of social work on college campuses was done through the databases provided through the current academic libraries. The databases that were used were PsycNet, SOCINDEX, Social Work abstracts, and the Journal of College Counseling. These were chosen because of the subject matter that they all cover, being: psychology, social work, and sociology. In order to best answer the question, specific search terms were used in order to get the best results.

The main terms that were used were College Counseling, Universities & Colleges, Social Work Practice and Higher Education. These terms were used in all databases and were used in conjunction to narrow the search results. For example, College Counseling and Social Work Practice was used in order to hone in on specific college counseling articles that have a social work focus. When terms are combined, the AND function was used as opposed to OR. The goal is was to find the main body of literature that talks about or explains the roles of social workers on college campuses. Therefore, specific criteria included the discussion of social workers within this setting, the discussion of social work concepts in use within this setting, and also

articles that specifically talk about how social work is developing in this setting. All types of

studies were considered. It is also clear that this setting is fairly novel in that not much is written

about it, so additional search terms or databases were used such as the decision to include the

Journal of College Counseling. Some of the articles found were older due to the lack of

literature, so articles from 1970 or later were considered to get the more depth and breadth

possible.

Search Overview

The databases listed above were looked at in a preliminary search. Within Social Work

Abstracts the terms: College Counseling, Social Work Practice AND College Counseling,

Higher Education, and Universities & Colleges were used. Ninety-Seven sources were found

within all the listed search criteria. In PsycNet the search terms Colleges AND Social Casework

were used. The search terminology for this specific database was modified due to the different

subject terms used within PsycNet. The search terms from PsycNet yielded 60 total sources. In

SOCINDEX the following search terms were used: College Counseling AND Higher Education,

Social work Practice AND Universities & Colleges. Overall SOCINDEX yielded 220 sources

total. Finally, the journal of college counseling was used with the specific term of Social Work.

This search yielded seven results. In combining all listed databases, 384 sources were found in

the preliminary search.

Inclusion Criteria

The inclusion criteria included either a specific social work role identified with higher

education or a social work value apparent in a college setting. This is in mind with the realism

that there may not be as many defined social work roles within this setting, but many places may

have ideals and values that make them suitable for social work. When a specific social work role

is identified, the data gathering form (See Table 1) will be utilized. The role identified needs to

have its function explained in detail within the contents of the source. Social work values were

also considered when looking through sources. Social work values included specific social work

tools or assessments that are used by social workers or values apparent through the social work

code of ethics. Sources that were considered had either or both of the above listed criteria. To

broaden the overall articles found and used in the review, the decision was made to include

articles that have only one of the two content criteria.

The NASW code of ethics was also referenced in looking at social work values. This

document lists both social work values and ethical principles (NASW 2008). When an article

was determined to have social work values within it, specific areas of the "ethical principles"

were noted. To help clarify the listed values, the ethical principle descriptions were utilized

within the code of ethics. When there is any idea or value that was shown through the article, it

was noted in the data gathering form.

Exclusion Criteria

Criteria for exclusion included any article or source that does not meet the above

specifications. In addition, articles had a specific intervention, unless otherwise determined to be

social work focused, was excluded from the data. For example, any article that is looking at

effectiveness of a given intervention within a college support group was excluded. Articles that

speak to a practice area may have been included. Articles that reference some type of outreach

also were included, given that the majority of the article did not focus on a very specific

intervention. When first screening sources, the researcher made sure to look for terms such as

social work or look for social work values apparent. If a particular source does not show either of these two factors from abstract, it was excluded.

When starting the search 384 articles were identified from four different databases. Results that were excluded did not list the above stated criteria, were in a different language or did not relate to the topic being looked at. Of the 23 articles identified after using the above exclusion criteria. The researcher also rated each article according to relevancy and excluded articles that scored a zero, or did not relate to the topic in any manner. This was determined if the article did not talk about a social work role or values. In addition a select few articles were also excluded if they focused on academic social work, irrelevant social work history, or had so little to do with the subject area.

Data Analysis

When articles were found, the researcher evaluated their relevance to social work and asked questions about what sort of setting the articles are talking about, where they were found, and what sort of social work theories or interventions they talked about. The data gathering form included information about the article such as the author, date, subject matter, and the database it was from. The contents being examined is the specific setting the article is referring to, such as college counseling or student affairs. The researcher also determined if there were any social work values made clear in the research to be able to look for themes across settings. In addition, culture was looked at in relation to roles. Finally, the researcher also looked at if there are any limitations within the source.

After reviewing of the article, the researcher will give the article a rating from zero to three. Three indicates that the article spoke to a defined social work role on campus, talked about

values and referenced culture. Two may reference a social work role indirectly, but does not

outline a direct social work role. Two may also reference social work values without a specific

role identified. Finally, one may reflect an article that does not reference a role and barely fits

into consideration for social work values. Zero was any article that did not fit into either social

work roles or social work values and also was excluded due to the specific exclusion criteria

listed above.

Figure 1

Data Gathering Form

Data	Contents
Title	
Author	
Year	
Database Found In	
What sort of role of social work is explained? Where on college campuses is this role? What department	
Any specific social work perspectives or theories and values and competencies talked about?	
What specific value?	
College University Culture in relation to roles?	

Limitations of Article	

Findings

The initial search after the use of the inclusion and exclusion criteria yielded 15 articles. Reduced from the 23 articles found, seven were excluded due to a myriad of reasons. Some articles did not take place within the college setting and referred to social work within the academic setting. Included in these were agency/university collaborations, which were programs where social work programs were paired with agencies in the community. A few other articles did not meet the criteria of talking about social work within the college setting or having social work values, such articles included research about a specific type of mental health issue with college students.

After using the screening system, out of the 15 articles found, five were found to fit in the three category, five in the two category, and five in the one category. Out of articles included within the review, nine were found within SOCINDEX, three within Social Work Abstracts, two within the Journal of College Counseling and finally one within PSYCINFO. Nine out of 15 articles explicitly outlined a role of social work on a college campus. Six out of 15 of the articles did not specifically talk about a social work role, but either broadly referenced a role that may be filled by a social worker or did not examine a role at all. Of the articles found, only one of them did not speak to a specific social work value as outlined by the social work code of ethics (NASW code of Ethics).

Table 1: Relevancy Ratings

Rating 3	Rating 2	Rating 1
Indicates that the article spoke about a defined social work role on campus, talked about values and referenced culture.	References a social work role indirectly. Also references social work values or interventions in some form.	Does not have a specific social work role identified, but has either a social work value or speaks to social work culture in some fashion

Table 2: Included Articles

Title	Author(s)	Relevancy Rating
Gender demographics of college counseling center hiring: 1989-1995.	Affsprung, E. H. (1997)	1
Social work in a college mental health program.	Amada, G., & Swartz, J. (1977)	3
Therapy dogs on campus: Recommendations for counseling center outreach.	Daltry, R. M., & Mehr, K. E (2015)	1
The integration of health and counseling services on college campuses: Is there a risk in maintaining student patients' privacy?	Davenport, R. G. (2017)	2
An intake template for transgender, transsexual, genderqueer, gender nonconforming, and gender variant college students seeking mental health services.	DONATONE, B., & RACHLIN, K. (2013)	1
Using genograms as a tool for insight in college counseling.	Daughhetee, C. (2001)	2
Commentary: Toward collaboration and case management in college mental health	Heitzmann, D. (2011)	2
Counseling college students: A new arena for social work practice.	Jones, J., A., & Donovan, R. (1986)	3
An outreach framework for retaining nontraditional students at open-admissions institutions.	Leonard, M. Q. (2002)	2
College psychotherapy at a	Lin, Y. (2014)	3

taiwanese counseling center.		
Readability of informed consent documents at university counseling centers	Lustgarten, S. D., Elchert, D. M., Cederberg, C., Garrison, Y. L., & Ho, Y. C. S. (2017)	1
Underutilization of mental health services among college students: An examination of system-related barriers	Marsh, C. N., & Wilcoxon, S. A. (2015)	1
Implementing a public health approach to addressing mental health needs in a university setting: Lessons and challenges.	Parcover, J., Mays, S., & McCarthy, A. (2015)	2
Responding to the increased needs of college students: A case study of case management.	Shelesky, K., Weatherford, R. D., & Silbert, J. (2016)	3
Social work practice in higher education: Two case studies	Vonk, M. E., Markward, M. M., & Arnold, E. (2000)	3

Role of Social Work

As outlined above, many of the articles referred to the role of a social worker on college campuses. Affsprung (1997) discussed the percentage of social workers within college counseling centers saying that of the women employed in college counseling centers, between 1989-95, 78% of them were MSWs. By far, the majority of the roles identified were those within the college counseling center on campus. Of the roles identified within counseling centers, the work varied by position and article.

Mental Health Practitioner. Five out of the nine articles within this area talked about specifically psychotherapy as the means for practice for clinical social workers. The social workers' role was one of therapy, where the majority of time was spent seeing students for individual psychotherapy (Amada et al., 1977; Davenport, 2017; Lin, 2014;Vonk et al., 2000). Many of the listed psychotherapists did brief counseling either in individual or group settings, depending on the university (Amada et al., 1977; Davenport, 2017;Lin, 2014;Vonk et al., 2000).

Although this was the case, Vonk et al. (2000) also had advocacy listed as one of their areas of

expertise/job requirements for the college counseling social worker. Many of the listed roles also

had an administrative or supervision role as part of their job (Amada et al., 1988;Lin 2014; Vonk

et al., 2000). Administrative duties included the normal paperwork involved in the job such as

intakes and case notes.

In addition, some of the listed articles above also talked about the role that social workers

have in training and supervision of interns who are doing their field work at the counseling

center (Amada et al., 1977; Davenport, 2017;Lin, 2014;Vonk et al., 2000). Social workers

seemed to fit very well in the role of college counseling which was made apparent by an article

referring to everyone who practiced in the center as "Mental Health Practitioners" (Davenport,

2017). Jones & Donovan (1986) discussed the lack of social workers on college campuses saying

that social work might be a great profession to be on campus because of some of the perspectives

it brings to the table.

Case Management. Two articles specifically talked about social workers on college

campuses that worked as Case Managers (Heitzmann, 2011; Shelesky et al., 2016). Contrary to

the roles talked about above, these ones had a very specific role to play in the health and

wellbeing of college students outside of the counseling center. Heitzmann (2011) talked about

case managers "connecting the dots" for students that might be in riskier situations where

multiple areas of their lives may be pushed to the edge (p. 3). Heitzmann (2011) also spoke to the

historical context of this role, saying that it became a lot more common after school shootings.

Similarly, Shelesky et al. (2016), talked about the need of case managers to help with increasing

student mental health concerns without putting too much strain on student mental health services.

Shelesky et al. (2016) also discussed the differing roles of case management splitting them up

into Administrative, Behavioral, and Counseling Center based (p. 286). Administrative case managers may be housed within a student affairs department or disability services (Shelesky et al., 2016). In this role, the case manager serves to connect all the departments and get resources to the client (Shelesky et al., 2016). Behavioral is similar, but with an emphasis on targeting students that may not personally opt into services in a more preventative approach (Shelesky et al., 2016). Finally, counseling department case managers would be part of the mental health staff listed above, but are usually grounded more within the center and the confidentiality laws.

Mezzo and Macro Work. Parcover et al., (2015) discussed the implementations of having a public health perspective on a college campus. In this article the counseling center branched off into a Public Health Team, where the goal was drawing attention to issues that may eventually bring students into counseling (Parcover et al., 2015). The issue they focused on was families or friends that may have had severe illnesses (Parcover et al., 2015). Through this intervention, they tried to normalize this experience and draw together those who attended this university and had a common shared experience (Parcover et al., 2015).

Issue Highlighted: Lack of Social Workers

One of the articles also pointed to a lack of social workers and pointed to reasons why social work might be a good fit. Jones & Donovan (1986) discussed the goodness of fit between social work and the higher education environment. One of the main reasons talked about is the change in the college student population from traditional to non-traditional students (Jones & Donovan, 1986). Low income, minorities, and international students would benefit from the systematic view that social workers may bring (Jones & Donovan, 1986). Many articles also referenced social work values, even if a specific social work role was not explained.

Social Work Values

Social work values were determined from looking at the Social Work Code of Ethics, specifically, the six ethical principles listed. When going through articles, the research noted which values the articles fit into, even if the article did not list a particular social work role. Multiple social work values could be identified in one article, so long as it was determined to be a fit. By far, the most common social work value listed was Social Justice with at least 2/3 (n=10) of the articles fitting into this value. The values then listed in descending order were Dignity and Worth of the Person (n=3), Importance of Human Relationships (n=2), Service (n=2), and Competence (n=1). One such article did not fit into any of the listed values.

Social Justice. The definition according to the NASW (2008) of Social justice is:

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people (p. 1)

The value of Social justice was clear in many of these articles from the outlook and mission of those who worked as Social workers and those who did not. Social justice was seen in the form of accessibility in many of the sources (Jones & Donovan, 1986; Shelesky et al., 2016). Accessibility is making sure that all students are able to access services, with a specific emphasis on those who are oppressed groups (NASW). Whether it was those who were discussed as case

management clients or minority students or ways to streamline processes to be more friendly towards all students, there was a pattern of making sure services were accessible and possible to students who attended college (Donatone & Rachlin, 2013; Lustgarten et al., 2017 Shelesky et al., 2016). More specifically, Lustgaten et al and Donatone & Rachline talked about ways in which counseling centers could be more accessible to college students.

In the case of these two articles, social justice as a value was seen through accessibly in documents and language used. Lustgarten et al. (2017) discussed the accessibility of informed consent documents which are part of the paperwork that students fill out when going to counseling appointments. Some of the recommendations were that informed consent documents should be online, language should be coordinated between forms, more time should be allocated to explaining these forms, and readability and language should be further examined and improved upon (Lustgarten et al., 2017). Donatone & Rachline (2013) discussed the same issue, but in a different way, highlighting the need for more trans-friendly language in counseling center intakes. Both articles reference the importance of accessibility for those who are unable to read informed consent documents and those who are on the fringes within the university system (Donatone & Rachline, 2013;Lustgarten et al., 2017).

Another form of Social Justice was seen through the theme of prevention. Prevention through the lens of social justice is making sure that issues or problems that may arise do not arise. This is a form of social justice because it guarantees that those who may have a disposition to oppression or marginalization have the knowledge to be able to combat it (NASW Code of Ethics). Two of the articles found referenced prevention in the form of two different programs; one in which a public health intervention was used at a college campus (Parcover et al.,2015) and another where therapy dogs were brought on campus through the counseling center (Daltry

&Mehr, 2015). In the case of the therapy dogs, the intervention stemmed around preventing

students from becoming more stressed out and also connecting them to an available service at the

counseling center (Daltry & Mehr, 2015). Parcover et al. (2015) also used preventative measures

through their program on campus that intentionally used language and marketing to increase

accessibility to students that may have been on the fringes such as minority students, LGBTQA

or others.

Dignity and Worth of the Person. The next identified theme in the literature (n=3) was

the Dignity and Worth of the person. The NASW (2008) defines this as:

Social workers treat each person in a caring and respectful fashion, mindful of individual

differences and cultural and ethnic diversity. Social workers promote clients' socially

responsible self-determination. Social workers seek to enhance clients' capacity and

opportunity to change and to address their own needs (p.1).

The main concept found within this theme was the idea of empowerment. Two articles

focused on the concept of empowerment through enabling clients to be able to have agency and

choice in their lives. Interestingly enough one of these articles looked at empowerment through

the lens of a case manager while the other as a psychotherapist (Amada et al., 1977; Shelesky et

al., 2016). In both articles emphasis was put on giving the client the opportunity to effect some of

the change within their lives. In the case of the counseling setting, it was shown within a case

study that the client was able to use counseling as a time to be able to set his own goals and talk

about achieving them (Amada et al., 1977). Within this circumstance the language used was

"advising" which assumes a role of suggestion of ideas, but ultimately putting the final say with

the client. This role of advising and meeting the client where they were at helped to foster self-

efficacy (Amada et al., 1977). Similarly, the case management article talked about balancing

support for the client while giving them autonomy to make their own choices (Shelesky et al.,

2016). Dignity and worth was also seen in another article through confidentiality, in making

sure that all client's information was being carefully shared with who needed to know

(Davenport, 2017).

Importance of Human Relationships. For the value of importance of human

relationships, the NASW defines this as "Social workers understand that relationships between

and among people are an important vehicle for change. Social workers engage people as partners

in the helping process" (p. 1). Both articles that referenced this value (n=2) did so by talking

about the importance of group work or by connecting college students to one another (Amada et

al., 1977; Parcover et al.,2015). Through the public health program, students were able to see and

recognize that others were going through similar situations as them, which normalized their

experiences and connected them to others (Parcover et al., 2015). Within the counseling center,

human relationships were seen through group work that was done. Both articles sought to

connect students but through differing means (Amada et al., 1977; Parcover et al.,2015).

Service. The NASW (2008) defines this value as:

Social workers elevate service to others above self-interest. Social workers draw on their

knowledge, values, and skills to help people in need and to address social problems.

Social workers are encouraged to volunteer some portion of their professional skills with

no expectation of significant financial return (pro bono service) (p.1).

Both articles displayed the value of service in a different way. Heitzmann (2011), focused

on the changing counseling center through all of the college shootings that had happened. In this

case change looked like adding staff positions such as case managers that would be able to track

students in more effective ways (Heitzmann, 2011)This article also focused on the social

problem of gun violence and made the case for positions that would assist in helping to identify

those who were falling through the cracks. (Heitzmann, 2011). Leonard (2002) talked about

service in regards to some universities that required all the people working in their counseling

center to provide some pro bono work. Pro bono work, besides being a component of service, is

a specific social work concept listed in the social work values.

Competence. The last value seen in the literature was competence. The NASW defines

this as "Social workers continually strive to increase their professional knowledge and skills and

to apply them in practice" (p.1). With this value, the emphasis is on increasing professional

knowledge and continuing to try to use new forms of interventions with clients. Daughhetee

(2001) discussed the use of genograms within a college counseling center. The author argued

that the use of genograms was beneficial in getting a clearer picture of the client's family system

and the connections between then. This fit into this social work value because of the author

argued for the use of an intervention rarely tried within this setting (Daughhetee, 2001).

Discussion

The goal of this study was to look at the current literature to determine roles of social

work present on a college campuses. In addition, social work values demonstrated in these

various roles on campus were identified. Through the exclusion and inclusion criteria, articles

met the qualifications and some were also excluded. Three roles emerged from literature. First,

social work was seen in a counseling center doing psychotherapy and training. This role was the

most defined and had the most articles discussing it. Given the state of the literature, the author

figured this to be one of the most defined roles available for social workers on college campuses.

The second role was that of a case manager. Similar to a psychotherapist, these individuals did

work around mental health, but had more of an emphasis on also connecting students to resources within their community. This role was identified to be a bit newer and stemmed from incidents that had happened such as school shootings or needs identified by certain universities. Although this role was defined to be social work inspired, many who work in this role do not necessarily have social work credentials.

Finally, a couple of articles also discussed more macro-mezzo-social work interventions that were happening on campuses. The example found in the literature was a public health program that had very similar values to social work practice. This, by far, was the least defined social work role with only one or two articles talking about it. Overall, social work is present on college campuses through these three roles, but many of the articles found also talked about the lack of social work representation on college campuses and how social work would fit well with its skillset. In addition to this, the values that were identified help make the case for the usefulness of social work on college campuses.

Five out of the six social work values were found within the literature in one form or another. This was an interesting find because many of the articles found did not talk about social work roles at all, but had social work values present within them. By far, the most common value found was social justice. This was seen in the direct work of mental health professionals and student affairs workers to target those that may have been forgotten on college campuses. The other roles such as importance of human relationships, dignity and worth, service and competence point to the idea that social work would fit well in this setting because so many of the values are already present within this setting, even when social workers were not present. Even though these values are not necessarily indicative to social work, the presence of these values shows that social work may more easily make its home in this setting. Given the fact that

social work is already present on campuses in some roles or another and that social work values are also present, this researcher thinks that growth in this specific setting may be good for the college system and good for the social work profession.

Future Research

Future research could focus on continuing to explore the roles of social work within this practice setting. Those who identify as social workers could speak to their experience and personal view of their work life within this setting. Although the author did not look specifically for interventions, future studies may also be able to focus on the effectiveness of social work practice compared to other interventions. A good example of this might include looking at the case manager role, as this is more times than not, a social work guided role. Research could also take a look at a myriad of colleges, as the majority of those examined fell into the four year university category. Further research may also focus on the interaction between social workers and other professionals in other disciplines. For example, a study could examine the similarities and differences between clinical social workers and psychologists.

Macro-Mezzo work was one of the least fruitful areas of social work practice found on college campuses. Whether or not this was due to the search terms used or the lack of literature, future research could focus on more system oriented jobs or interventions such as the one examined in Parcover (2015). Many of jobs and roles found focused on micro work through counseling or case management. However, social work values reflected many of roles examined had elements of social justice within them, which point to a more mezzo and macro perspective of social work.

Implications for Policy and Practice

The findings from this narrative systematic review provide some implications for policy and practice for social workers on college campus. The first implication is that the profession of social work seems to fit well on a college campus, as reflected in 5 of the 6 social work values being present in the literature. Social work also already exists in many forms on a college campus, such as a psychotherapist or a case manager. The college campus as a setting would benefit from more social workers as evident in the congruency of values and the vulnerable populations present on campus. There is a discrepancy here, being that social work is a good fit for this setting, but is not a common role for social workers to be funneled to. This could be due to how social work education is portraying possible areas of practice. Social work education might be able to do more to explore this area of practice as a possible area for future social workers to go into. Many social work students find practice areas through their field experiences and would benefit from more opportunities that focus on this practice area to get them into this type of work.

In addition to this, another implication is that more research is needed to determine how to best service the clients and students on a college campus. Through the research it was determined that many interventions were present and pervasive such as counseling and psychotherapy and others were less common, like case management and macro-mezzo work. This exploration of these interventions would further clarify what students need, therefore paving the way for interventions that are the best for the client group.

Limitations

Given that this search included relevant data bases and keywords, the author would recommend that more information is needed to determine the full role of social work on the college campus. Given that there are so many institutions and roles present, the author

understands that this overview is just a broad generalization of the roles identified through the literature that was found. Literature within this area is very unique and since this is a novel area of study, the author acknowledges how rare literature can be in this area. More study would be needed to determine all the roles of social work found in this setting.

Conclusion

This paper served as an examination of social work roles and values on a college campus. In this examination, the researcher found that three main roles existed for social work. In addition, by comparing the social work ethical principles to sources found, social work values were identified on college campuses. This novel area requires more research to be done in order to understand how social work exists in this practice setting. The hope is that this study serves as a means for others to look at and talk about the role of social work on college campuses in the future.

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