

***Mental Health Care in the College Community***, edited by Jerald Kay and Victor Schwartz. Hoboken, N.J. Wiley-Blackwell, 2010, 396 pp., \$61.95 (paper).

*Mental Health Care in the College Community* provides a comprehensive exploration of the evolution and structure of college and university mental health services. The book offers an in-depth look at key aspects of college mental health from a variety of perspectives. This text runs the gamut, from the early history of student mental health and its links to the community mental health movement that emerged in the early 1960s to the challenges and opportunities faced by student mental health centers today. Each chapter is a self-contained summary of key issues on the campus setting, written by a group of experienced clinicians and researchers.

In the wake of the Virginia Tech and other campus tragedies, campus mental health has been in the spotlight, and a variety of very important issues have been raised. How do we identify high-risk students? How do we facilitate students accessing care? What can be done to reduce stigma? What kind of research is being done on campus? How about training? What treatment models work best on campus? How does psychiatry interface with the community at large? What are the legal obligations to the student and the community?

The unique aspects of a campus community are key elements in designing effective models of care. In her chapter, Dr. Lorraine Siggins talks about the relationship of the mental health service with the community at large. How much information can be shared with faculty and staff? What about campus safety? She describes the ways in which the mental health service (called Mental Health and Counseling at Yale) can be available for consultation and support to faculty, staff, and peers when they have concerns about a student. Sometimes, the conversation is a one-way communication because of privacy rules. Siggins also notes that the mental health service can play an important role in responding to campus crises. Outreach to students puts a face on the service and provides a great opportunity for educating students and residential staff. This helps with early recognition of problems by the whole community, greater awareness of available resources, and reduction of stigma that so often delays referral and treatment. She also discusses the mission of the service and how to best provide care for the whole community given the available resources.

*Mental Health Care in the College Community* provides an enormous amount of valuable information on a number of diverse topics pertaining to the campus setting. Working with parents, different models of care, suicide prevention, training programs, and working with special populations are just a few of the other issues discussed in this book.

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***Integrative Neuroscience and Personalized Medicine***, edited by Evian Gordon and Stephen Koslow. Oxford, United Kingdom, Oxford University Press, 2011, 322 pp., \$89.95.

This is an edited volume of 322 pages divided into 15 chapters. The editors have assembled a stellar group of academia and industry neuroscience contributors from the United States, Australia, Israel, and the United Kingdom.

As the editors point out in the introduction, "one size does not fit all." The goal of the volume is to update the reader on the concept of personalized medicine and to support the idea that a better understanding of the genomic regulation and other biomarkers of mental disorders will lead to improved diagnoses and treatments.

The first chapter, on the history of personalized medicine, reminds us that the concept is not a new one and provides examples going back to antiquity. Progress in the last 20 years, including public policy and legal aspects, is nicely summarized.

The second chapter, by Alan Schatzberg, provides a concise review of mostly failed attempts to characterize psychiatric conditions with biological tests, such as tests for 3-methoxy-4-hydroxy-phenylethyleneglycol levels and hypothalamic pituitary adrenal axis activity or the dexamethasone/corticotropin-releasing hormone test.

Section Two focuses on specific mental disorders. Unfortunately, only a few illnesses, such as schizophrenia, depression, and attention deficit hyperactivity disorder, are covered. Noted omissions are bipolar disorders and posttraumatic stress disorder. However, the chapter on schizophrenia is particularly comprehensive.

The chapter on functional magnetic resonance imaging (fMRI) is thoughtful and concludes with discussion on how fMRI has failed to deliver its early promise in aiding in the diagnosis of psychiatric conditions. The authors convincingly argue the need to shift away from mean group comparisons and shift toward a more promising classification-based paradigm.

The chapter on stress and its impact on personalized medicine is thorough and emphasizes the importance of genomics, brain imaging, and other biomarkers in mood and anxiety disorders. This chapter includes a clear description of the neuroendocrinology of stress and how it relates to the pathophysiology of mood and anxiety disorders. The authors' concluding message is that in the past, in order to develop new therapies we have relied on group data rather than on individual data, which many times results in failed therapies, but with the availability of new technologies, such as genomics, brain imaging, and other biomarkers, we will be able to develop a more personalized medicine: "the right treatment for the right patient at the right time."

Chapter Eight attempts to summarize the role of neuroimaging and biomarkers in psychiatric disorders. It is rather repetitive of the content in other chapters that focus on individual disorders. A chapter focusing on dementia would have added value to this volume.

Chapter Nine focuses on the autonomic nervous system. It represents a comprehensive review of psychosomatic concepts.

The reader will, perhaps, be disappointed that Chapter 10, on sleep health, does not adequately cover biological rhythms