COLLEGE COUNSELING & PSYCHOLOGICAL SERVICES KNOWLEDGE BASE:

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COUNSELING PSYCHOLOGY LITERATURE

PHASE 1: 1998-2008

College Counseling & Psychological Services Knowledge Base
COUNSELING PSYCHOLOGY LITERATURE
PHASE 1: 1998-2008

<u>*Contents*</u>   <u>*Pages*</u>

- **Annotated Bibliography: Counseling Psychology Literature, 1998-2008**

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: Counseling Psychology Literature, 1998-2008

THEME 1: SPECIALIZED CAMPUS POPULATIONS

Atkinson, D.R., Kim, B.S.K., & Caldwell, R. (1998). Ratings of helper roles by multicultural psychologists and Asian-American students: Initial support for the three-dimensional model of multicultural counseling. *Journal of Counseling Psychology, 45(4),* 414-423.

Atkinson, Thompson, and Grant (1993) have proposed a three dimensional model for counseling racial/ethnic minority clients. This article describes two studies that examined support for the helping roles described in the model. Helping roles are described as adviser, advocate, change agent, consultant, counselor, indigenous healing, indigenous support, and psychotherapist. Eight vignettes reflecting the three dimensions of the model were developed. Each vignette consisted of a one or two sentence description of a low or high acculturated person who was either experiencing or about to experience a problem with an internal or external etiology. The eight vignettes served as stimuli for helper activity items (an activity that a helper might initiate) that respondents rated for degree of helpfulness. Respondents were psychologists interested and experienced in multicultural issues. The results of study one provides a strong endorsement for six of eight helping roles recommended by the model.

Avalos, L.C. & Tylka, T.L. (2006). Exploring a model of intuitive eating with college women. *Journal of Counseling Psychology, 53(4)*, 486-497.

Intuitive eating is defined as a strong connection with, understanding of , and eating in response to internal physiological hunger and satiety curs coupled with a low preoccupation with food. This article describes a model of intuit and intrapersonal variable thought to predict body appreciation and intuitive eating to the female college population. Participants in the study included a convenience sample of 181 women from a large, Midwestern university who completed surveys related to the model's constructs. Results verified that the model provided a good fit between the model's predictive ability and the responses of the women surveyed.

Caldera, Y.M., Robitschek, C., Frame, M. & Pannell, M. (2003). Intrapersonal, familial, and cultural factors in the commitment to a career choice of Mexican American and Non-Hispanic White college women. *Journal of Counseling Psychology, 50(3),* 309 323.

The purposes of this study were to a) examine similarities and differences between intrapersonal and familial factors in Mexican American and non-Hispanic White college women and (b) to investigate the extent to which gender role identity, parental involvement, parental education, and acculturation contribute to Mexican American and non-progress in the process of commitment to career choice. Participants in the study were Mexican American and non-Hispanic White females who attended a midsize south central university in the U.S. The study used a non-random convenience sample recruited from various campus organizations and

classes. Participants completed instruments individually or within small groups. Mexican American women's commitment to a career choice was influenced more by their instrumentality and less by their expressiveness or their parents. White females' commitment was influenced by familial factors rather than by intrapersonal factors and by instrumentality.

Cashel, M.L, Cunningham, D., Landeros, C., Cokley, K.O., & Muhammad, G. (2003). Sociocultural attitudes and symptoms of bulimia: Evaluating the SATAQ with diverse college groups. *Journal of Counseling Psychology, 50(3),* **287-296.**

This study evaluated the utility of the Sociocultural Attitudes Towards Appearance Questionnaire. The purpose of the questionnaire is to provide a measure that purportedly assesses awareness of sociocultural pressures to be thin and attractive and the internalization of these standards. Participants in this study included male and female college students attending a large U.S. Midwestern university who were recruited from undergraduate psychology classes, sororities, and a male-oriented student organization. Significant group differences were observed on the scales assessing awareness of sociocultural pressures to be thin and the internalization of these attitudes. These scores were highest among the Caucasian women, Caucasian and Hispanic sorority members. The authors recommend the development of more culture-specific measures for men and minority women.

Castillo, L.G., Conoley, C.W., & Brossart, D.F. (2004). Acculturation, white marginalization, and family support as predictors of perceived distress in Mexican American female college students. *Journal of Counseling Psychology, 51(2),* **151-157.**

Previous research involving Mexican American college women identified factors such as acculturation and income as sources of perceived distress. The purpose of this study was to extend the previous research by examining the known variables that contribute to perceived distress in Mexican American college women as well as White attitudinal marginalization and family support. A convenience sample was recruited using e-mail to a variety of Latina and Chicano organizations affiliated with colleges and universities. Surveys were then sent to 247 college women respondents who attended primarily White universities in the West and Southwest. Results showed that comfort with White cultural values, perceived support from family, and financial support were related to lower perceived distress for participants.

Chang, E.C. (2002). Cultural differences in psychological distress in Asian and Caucasian American college students: Examining the role of cognitive and affective concomitants. *Journal of Counseling Psychology, 49(1),* **47-59.**

The purpose of this study was to assess the role of outcome expectancies and affectivity as concomitants of psychological distress for Asian and Caucasian American college students who were enrolled at a large, public university in the Northeast. Results revealed significant differences for measures of pessimism and positive and negative affectivity on measures of psychological disturbance.

Chang, E.C., Watkins, A.F., Banks, K.H. (2004). How adaptive and maladaptive perfectionism relate to positive and negative psychological functioning: Testing a

stress-mediation model in Black and White female college students. *Journal of Counseling Psychology, 51(1),* **93-102.**

Some individuals (adaptive perfectionists) derive a very real sense of pleasure from the labors of a painstaking effort and feel free to be less precise when the situation permits. Others (maladaptive perfectionists) efforts are never quite good enough. The goals of this study were to (a) examine whether there are mean differences on measures of adaptive and maladaptive perfectionism, stress and psychological functioning between Black and White females; (to examine whether there are differences in how adaptive and maladaptive perfectionism relate to positive psychological functioning; and (c) to determine whether stress mediates the associations of adaptive and maladaptive perfectionism with positive and negative psychological functioning differently in Black and White females. Correlational results indicated that Black women, as compared to White women, reported less adaptive perfectionism, less life satisfaction, greater stress, and greater negative affect. For both groups, maladaptive perfectionism, but not adaptive perfectionism was associated with stress.

Chang, T., Yeh, C.J., & Krumboltz, J.D. (2001). Process and outcome evaluation of an on line support group for Asian-American male college students. *Journal of Counseling Psychology, 48(3),* **319-329.**

The purpose of this exploratory study was to evaluate the effectiveness of an on-line support for Asian American male students who were enrolled at a university in the San Francisco Bay area. Findings suggest that many of the components of group process essential for effective groups can take place in on-line support groups.

Choi, K.H. (2002). Psychological separation-individuation and adjustment to college among Korean American students: The roles of collectivism and individualism. *Journal of Counseling Psychology, 49(4),* **468-475.**

This study explored how two aspects of psychological separation from parents theorized as important for human development and maturity, cultural collectivism, and cultural individualism relate to college adjustment among Korean American college students. A sample of Korean America students who attended a large, west coast, public university completed the Korean-American College Adjustment Survey Questionnaire. Results indicated that conflictual independence from parents related negatively to individualism and positively with college adjustment. General independence from parents related negatively to both collectivism and college adjustment. Collectivism was positively associated with college adjustment for these students.

Cokley, K. O. (2002). Testing Cross' revised racial identity model: An examination of the relationship between racial identity and internalized racialism. *Journal of Counseling Psychology, 49(4),* **476-483.**

This study tested Cross' revised racial identity model. Participants were 153 Black college students attending a historically Black southern college. The results provide support for Cross' revisions to his racial identity model.

Constantine, M.G. (2002). Predictors of satisfaction with counseling: Racial and ethnic minority clients' attitudes toward counseling and ratings of their counselors' general and multicultural counseling competence. *Journal of Counseling Psychology, 49(2),* **255-263.**

This study investigated the satisfaction of the counseling experience for students of color, who were clients at counseling centers located on five mid-to large sized, predominantly White campuses in the Northeastern region of the U.S. The independent variable used in the study were: (a) students' attitudes about counseling, (b), ratings of their counselors' general counseling competence, and (c) ratings of their counselors' multicultural competence. Findings were that multicultural counseling competence explained significant variance in the satisfaction ratings beyond that accounted for by students' ratings of general counseling competence.

Constantine, M.G., Anderson, G.M., Berkel, L.A., Caldwell, L.D., & Utsey, S.O. (2005). Examining the cultural adjustment experiences of African international college students: A qualitative analysis. *Journal of Counseling Psychology, 52(1),* **57-66.**

A small group of international students attending a large, predominantly White university in the mid-Atlantic region of the U.S. participated in this qualitative research study. The goal of the student was to reveal information about the students' pre- and post-sojourn perceptions-sojourn perceptions of the U.S., the challenges associated with being an international student, the quality of interpersonal relationships in the U.S., openness to seeking counseling to address adjustment issues, and strategies for coping with the students' cultural adjustment concerns. Findings and implications are discussed.

Fischer, A.R. & Good, G.E. (1998). Perceptions of parent-child relationships and masculine role conflicts of college men. *Journal of Counseling Psychology, 45(3),* **346-352.**

This study explored relations between male masculine role conflicts and their perceptions of the quality of parental relationships. Participants in the study were undergraduate men enrolled at a large, public Midwestern university, or at a large, public east-central university in the U.S. Results revealed that, generally, men who perceived more secure, positive, and conflict-free relationships with both fathers and mothers were less likely to experience role conflicts and stress related to their gender.

Gainor, K.A. & Lent, R.W. (1998). Social cognitive expectations and racial identity attitudes in predicting the math choice intentions of black college students. *Journal of Counseling Psychology, 45(4),* **403-413.**

The purpose of this study was to extend Social Cognitive Career Theory (SCCT) to the math-related interests and choice behaviors of Black college students. Developed by Lent, Brown & Hackett (1994), the framework of the theory emphasizes three social cognitive mechanisms that seem especially relevant to career development: self-efficacy beliefs, outcome expectations, and goal mechanisms. Participants were 164 first-year Black college students who attended a northeastern, predominantly White, state university. Various instruments were used to measure racial identity attitudes and math-related indexes of self-efficacy, outcome expectations,

perceived sources of efficacy information, interests and academic choice intentions. An analysis of the data generally offered support for the applicability of SCCT for explaining the math-related interests and choice intentions of Black college students. Interest in math activities may increase when students both believe in their math capabilities and expect that engaging in such activities will produce positive outcomes.

Kim, B.S.K. (2007). Adherence to Asian and European American cultural values and attitudes toward seeking professional psychological help among Asian American college students. *Journal of Counseling Psychology, 54(4)*, **474-480.**

The purpose of this study was to investigate the attitudes of Asian American college students toward seeking professional psychological help in the context of both enculturation and acculturation to cultural values. In the literature on Asian Americans the word *acculturation* has largely emphasized the adaptation to the norms of the majority culture while downplaying the process of retention of the norms indigenous culture. The term *enculturation* highlights the process of being socialized into and retaining one's indigenous cultural norms for bothimmigrant, first-generation immigrants and for those who are farther removed from immigration. A convenience sample of Asian American college students attending a large East Coast university was used to gather relevant data using a variety of instruments. Results indicated a significant inverse relation between enculturation to Asian values and professional help-seeking attitudes.

Kim, B.S.K., Li, L.C., & Liang, C.T.H. (2002). Effects of Asian American client adherence to Asian cultural values, session goal, and counselor emphasis to client expression on career counseling process. *Journal of Counseling Psychology, 49(3),* **342-354.**

The purpose of this study was to investigate the effects of client adherence to Asian cultural values, goals of a counseling session, as related to counselor emphasis of client expression on client perceptions of the career counseling process. Asian American college students who were enrolled at a large mid-Atlantic university and who participated in a career counseling session participated in the study. A 2x2x2 factorial design was utilized with two levels of client adherence to Asian cultural values (high & low), two levels of session goal (immediate resolution and insight attainment, and two levels of counselor emphasis of client expression (cognition & emotion). Among clients with high adherence to Asian values, those in the expression of emotion condition perceived greater counselor cross-cultural competence than did those in the cognition condition.

Kim, B.S.K. & Omizo, M.M. (2005). Asian and European American cultural values, collective self-esteem, acculturative stress, cognitive flexibility, and general self efficacy among Asian American college students. *Journal of Counseling Psychology, 52(3),* **412-419.**

The purpose of this study was to examine Asian American college students' adherence to Asian- and European-American cultural values, with a particular focus on biculturalism, collective self-esteem, and factors related to successfully coping with cultural differences. A convenience sample of students enrolled at a West Coast University responded to a questionnaire designed to

measure adherence to Asian and European American cultural values. Results indicated that adherence to Asian and European American cultural values are positive predictor of collective self-esteem.

Larson, L.M., Wei, M., Wu, T.F., Borgen, F.H., & Bailey, D.C. (2007). Discriminating among educational majors and career aspirations in Taiwanese undergraduates: The contributions of personality and self-efficacy. *Journal of Counseling Psychology, 54(4),* 395-408.

This study examined the incremental effects of personality and self-efficacy in differentiating among Taiwanese major fields of study and their career aspirations. A convenience sample of Taiwanese students attending one of four Taiwanese universities was surveyed using a variety of career and personality inventories. Results indicated that personality and vocational confidence played an important role in predicting major and career aspirations.

Lee, R.M. & Liu, H.T.T. (2001). Coping with intergenerational family conflict: Comparison of Asian-American, Hispanic, and European American college students. *Journal of Counseling Psychology, 48(4),* 410-419.

This comparative study examined intergenerational conflict among college students of different cultural groups and their parents. Asian- American, Hispanic, and Euro-American students enrolled at a large, public, Southwestern university. Asian American students reported the highest likelihood of family conflict. Coping strategies use and their effectiveness at mediating psychological distress for each cultural group are discussed.

Lee, R.M., Su, J., & Yoshida, E. (2005). Coping with intergenerational family conflict among Asian American college students. *Journal of Counseling Psychology, 52(3),* 389-399.

The authors of this study hypothesized that two coping strategies problem solving and social support seeking would differentially moderate the effects of intergenerational family conflict on well-being and adjustment in a convenience sample of Asian American college students enrolled at a large, public Midwestern university. Results indicated that social support buffered the effects of family conflict on positive affect and somatic distress. Problem-solving coping served as a buffer on positive affect when family conflict was low and a negative effect when family conflict was high.

Lee, R.M. & Yoo, H.C. (2004). Structure and measurement of ethnic identity for Asian American college students. *Journal of Counseling Psychology, 51(2),* 263-269.

The purpose of this study was to investigate the structure and measurement of ethnic identity using the Multigroup Ethnic Identity Measure (MEIM)on a diverse sample of Asian American college students enrolled at large, public universities in California and Texas. The authors identified a 3-factor structure of the MEIM composed of Cognitive Clarity, Affective Pride, and Behavioral Engagement that demonstrated acceptable reliability and construct validity with some initial evidence for differential concurrent validity on 2 measures of well-being.

Lent, R.W., Brown, S.D., Sheu, H.B., Schmidt, J., Brenner, B.R., Gloster, C.S., Wilkins, G., Schmidt, L.C., Lyons, H., & Treistman.D. (2005). Social cognitive predictors of academic interests and goals in engineering: Utility for women and students at historically Black universities. *Journal of Counseling Psychology, 52(1),* **84-92.**

Social Cognitive Career Theory (SCCT) relates person, environmental and behavioral variables that are assumed to give rise to academic and career-related interests, choices, and performance - efficacy and outcome expectations. This study examined the utility of SCCT in predicting engineering interests and major choice goals among women and men attending two HCBUs and one PWI in the Eastern region of the U.S. Findings indicated that the SCCT-based model of interest and choice goals produced good fit to the data across gender and university type.

Lester, R. & Petrie, T.A. (1998). Physical, psychological, and societal correlates of bulimic symptomatology among African-American college women. *Journal of Counseling Psychology, 45(3),* **315-321.**

The relationship between physical, psychological, and societal correlates of eating disorders were the focus of this study. The authors examined the relationship between bulimic symptomatology and body mass, body satisfaction, depression, self-esteem, internalization of U.S. societal values concerning attractiveness, and identification with White culture. Of these independent variables only body mass, body dissatisfaction, and low self-esteem were significantly related to bulimic symptomatology, accounting for 29% of the variance for a sample of African American college women who attended two large, predominantly White, southwestern universities and one predominantly White, southwestern junior college.

Leung, S.A., Guo, L., & Larn, M.P. (2000). The development of counseling psychology in higher educational institutions in China: Present conditions and needs, future challenges. *The Counseling Psychologist, 28(1),* **81-99. doi: 10.1177/0011000000281005**

Data collected from a relatively small convenience sample of participants in a training workshop describes the state of counseling at institutions of higher education in China. The results suggested that most counselors had received little formal training and counseling was often done in the contest of political and thought education. Respondents perceived themselves as needing more training in practical counseling skills, and limited resources to support their work.

Li, L.C. & Kim, B.S.K. (2004). Effects of counseling style and client adherence to Asian cultural values on counseling process with Asian American college students. *Journal of Counseling Psychology, 51(2),* **158-167.**

This study sought to expand upon previous research related to the effect counseling style with clients of differing levels of adherence to Asian cultural values. Volunteer clients were Asian American students at a large mid-Atlantic university and were assigned to a counseling session with a European American female counselor who employed either a directive or a nondirective style. Clients in the directive counseling condition rated the counselor as being more empathic

and cross-culturally competent and reported stronger client-counselor working alliance and greater session depth than did those clients in the nondirective condition.

Liao, H. Y., Rounds, J., & Klein, A. G. (2005). A test of Cramer's (1999) help-seeking model and acculturation effects with Asian and Asian American college students. *Journal of Counseling Psychology, 52(3),* 400-411.

Cramer's Help-Seeking Model (1999) explains college students' help-seeking behavior as a function of four psychological variables: attitude toward counseling; available social support; distress level; and self-concealment. This exploratory analysis examined the generalizability of Cramer's model for Asian and Asian American college students. The analysis involved two samples of college students (Asian and Whites) from a large, predominantly White, Midwestern university. The authors concluded that Cramer's model can be extended to Asian and Asian American college student populations.

Locke, B.D. & Mahalik, J.R. (2005). Examining masculinity norms, problem drinking, and athletic involvement as predictors of sexual aggression in college men. *Journal of Counseling Psychology, 52(3),* 279-283.

Some studies have correlated men's sexual aggression with alcohol use, which is reported to increase men's perception that female behavior is sexual in nature. Some research also suggests that that participation in collegiate athletics is related to sexual aggression in college men. This study sought to extend previous research by examining how sexually aggressive behavior and endorsement of rape myths are predicted by masculinity using conformity to 11 masculine norms and problem drinking and participation in collegiate athletics. A convenience sample of male college students who attended four colleges and universities in the northeast and mid-Atlantic regions of the U.S. participated in the study. Results indicated that men who use alcohol problematically and conform to specific masculine norms, e.g., having power over women, etc, tended to endorse rape myths and report sexually aggressive behavior.

Lott, J.K., Ness, M.E., Alcorn, J.S., & Greer, R.M. (1999). The impact of gender and age o referrals to psychological counseling. *Journal of Counseling Psychology, 46(1),* 132 136.

The disproportionate number of female clients seen in counseling centers was examined to determine if this was related to the gender of the client or the gender or age of the referral source. Participants were students, staff, and faculty from three state-supported universities located in the east, south and south central U.S. Six vignettes portraying a college student experiencing a personal problem was followed by various referral options, e.g., career counseling, study skills help, psychological counseling, etc. Results indicated that men were less likely to refer at all three institutions. Older persons were more likely to refer at two of the institutions in the study. At one of the institutions older persons were more apt to refer only when the recipient was a man. Gender of the referral recipient was not significant.

Mobley, M., Slaney, R.B., & Rice, K.G. (2005). Cultural validity for the almost perfect scale-revised for African American college students. *Journal of Counseling Psychology, 52(4),* **629-639.**

The Almost Perfect Scale Revised (APS-R) is utilized to measure perfectionism. The purpose of this study was to examine the validity of the APS-R for African American college students. A convenience sample of 251 African American undergraduate students from two large, Northeastern universities was surveyed. The results of this study support the use of the APS-R and its subscales in research on perfectionism for African American students who attend predominantly White universities.

Mulholland, A.M. & Mintz, L.B. (2001). Prevalence of eating disorders among African American women. *Journal of Counseling Psychology, 48(1),* **111-116.**

This study targeted a population of African American women enrolled on a predominantly White campus at a large, public university in the Midwest. The purpose was to examine prevalence rates of DSM-IV eating disorders. No women in the study group were classified as having anorexia nervosa or bulimia nervosa. Two percent of the group was classified as having an eating disorder not otherwise specified. These findings are in the same range as those obtained for comparative Caucasian samples.

Orcutt, H.K. (2006). The prospective relationship of interpersonal forgiveness and psychological distress symptoms among college women. *Journal of Counseling Psychology, 53(3)*, **350-361.**

A longitudinal convenience sample of female undergraduate students attending a large, Midwestern university was utilized to examine the prospective impact of forgiveness on psychological distress symptoms. Results of this preliminary study indicated that offense-specific forgiveness was significantly and negatively associated with psychological distress is supportive of the potential benefit of forgiveness-based interventions in reducing psychopathology.

Pederson, E.L. & Vogel, D.L. (2007). Male gender role conflict and willingness to seek counseling: Testing a mediation model on college-aged men. *Journal of Counseling Psychology, 54(4)*, **373-384.**

Past research has revealed that men who experience gender role conflict report less positive attitudes and willingness to seek counseling. The purpose of this study was to examine possible mediating roles of self-stigma and distress disclosure on the relationship between gender role conflict and willingness to seek counseling for psychological and interpersonal concerns. A convenience sample consisting of men attending a large Midwestern university were surveyed. Results indicated that men experiencing greater role conflict were more likely to self-stigmatize and less likely to self-disclose. High self-stigma and less disclosure then led to less positive attitudes and less willingness to seek counseling.

Phan, T. & Tylka, T.L. (2006). Exploring a model and moderators of disordered eating with Asian American college women. *Journal of Counseling Psychology, 53(1),* 36-47.

This study tested the cross-ethnic validity of a model of disordered eating proposed by Tylka and Subich (2004). A sample of 200 Asian American college women recruited by email from Asian American college student organizations nationwide. Evidence was collected supporting the validity of the Tylka-for thinness slightly predicted their self-esteem and moderately predicted their body preoccupation. Neither self-esteem nor ethnic identity moderated the pressure for thinness-disordered eating.

Robbins, S.B., Wallis, A.B., & Dunston, K.T. (2003). Exploring the academic achievement and career aspirations of college-bound and postsecondary Zulu students. *The Counseling Psychologist, 31(5),* 593-618. doi: 10.1177/0011000003256349

The political, social, economic and educational transformation of South Africa has greatly expanded opportunities for Black South Africans. At the same time, little research is available about Black students' career and academic needs and how political, social, economic and educational contextual factors enable or impede student achievement. The purpose of this qualitative study was to explore and academic priorities, and perceived barriers and enablers. The 13 students who were interviewed were either transitioning from high school to college or in their first year of studies. The most dominant core idea related to the central role of family as support. Other factors of importance to these students were: a desire to succeed, and a concern about whether they had the concrete future goals and plans for many.

Robitschek, C. (2003). Validity of personal growth initiative scale scores with a Mexican America college student population. *Journal of Counseling Psychology, 50(4),* 496 502.

This study tested the validity of the Personal Growth Initiative Scale (PGIS, Robitschek, 1998, 1999) in a Mexican American student population, examining the relations of PGI with several cultural variables and replicating a validation study that had been conducted with primarily European American college students. Professional Growth Initiative is defined as active and intentional involvement in the self-change process. Results indicated that the PGIS scores appear to be culturally relevant for this population.

Spanierman, L.B., Oh, E., Poteat, V.P., Hund, A.R., McClair, V.L., Beer, A.M., & Clarke, A.M. (2008). White university students' responses to societal racism: A qualitative investigation. *The Counseling Psychologist, 36(6),* 839-870. doi: 10.1177/0011000006295589

Previous research has revealed that many White Midwestern students originate from backgrounds with very little exposure to people of other races and little understanding of their cultural behavior. This lack of exposure can result in tension and conflict with people of other races. This qualitative investigation examined White students from Midwestern, rural, suburban and urban backgrounds to identify emerging themes reflecting the multiple ways in which they respond to and are affected by societal racism. Data obtained from interviewees, who attended a

large Midwestern university, was analyzed using the consensual qualitative research method. Results suggested that White students varied in their understanding of and responses to racism. Three response domains to racism emerged from the study (affective, social and cognitive) and are described in detail by the authors.

Su, J., Lee, R.M., & Vang, S. (2005). Intergenerational family conflict and coping among Hmong American college students. *Journal of Counseling Psychology, 52(4)*, 482 489.

One of the most pressing issues facing the Hmong American community, a distinctive Asian American ethnic group, is family conflict. Problem solving and social support were hypothesized to differentially moderate the effects of family conflict on psychological adjustment. This study extends previous research by examining the moderating effects of blame on adjustment and by focusing on Hmong Americans. A convenience sample of Hmong American college students enrolled at a large, public, Midwestern university completed a questionnaire designed to family conflict, social support and coping strategies. Results indicated that social support buffered and problem solving enhanced the negative effects of family conflict on symptoms of symptoms of distress. Students who were more likely to blame themselves reported higher levels of distress.

Swagler, M.A. & Ellis, M.V. (2003). Crossing the distance: Adjustment of Taiwanese graduate students in the United States. *Journal of Counseling Psychology, 50(4)*, 420-437.

The adjustment process for Taiwanese students in the U.S. was the focus of this study that utilized a mixed-methods research design. A small convenience sample of Taiwanese graduate students from a variety of academic disciplines attending a midsized Northeastern U.S. university was interviewed. Results of the qualitative interpreted by the quantitative segments of the study indicated that communication apprehension and social contact predicted adaptation, whereas actual English ability did not, and that Taiwanese students identified being independent as important to their functioning in the U.S.

Wang, C.C.D.C. & Mallinckrodt, B. (2006). Acculturation, attachment, and psychosocial adjustment of Chinese/Taiwanese international students. *Journal of Counseling Psychology, 53(4)*, 422-433.

Acculturation is typically defined as the amount of culture-related values, beliefs, affects, customs and behaviors, adapted or endorsed by a minority individual that are held by the majority culture. *Adult attachment anxiety* involves an excessive need for approval from others and fear of interpersonal rejection or abandonment. *Attachment avoidance* involves an excessive need for self-reliance and ear of interpersonal intimacy or dependence. This study examined adult attachment and acculturation as predictors of Chinese international students' psychosocialadjustment. A random sample of Chinese and Taiwanese students attending one of two large, Midwestern, public universities was selected and completed several inventories. Results indicated that attachment anxiety and attachment avoidance were negatively associated with acculturation to the host culture and that high attachment anxiety and high avoidance are significant predictors for both sociocultural adjustment difficulty and psychological distress.

Wang, L.F. & Heppner, P.P. (2002). Assessing the impact of parental expectations and psychological distress on Taiwanese college students. *The Counseling Psychologist, 30(4),* **582-608. doi: 10.1177/00100002030004006**

In Asian cultures, such as in Taiwan, *filial piety*, a Confucian concept meaning respect for parents and ancestors, has been found in previous research to be the most important ideal self-concept of Taiwanese youths. This article reports the results of two studies whose purpose was to determine whether parental expectations or living up to parental expectations served as better predictors of Taiwanese college students' psychological distress. Results revealed that perceiving oneself as living up to parental expectations, rather than parental expectations *per se*, is a better predictor of psychological distress.

Wei, M., Heppner, P.P., Mallen, M.J., Ku, T.Y., Liao, K.Y.H., & Wu, T.F. (2007). Acculturative stress, perfectionism, years in the United States, and depression among Chinese international students. *Journal of Counseling Psychology, 54(4)***, 385 394.**

This study tested how the length of time in the U.S. in combination with maladaptive perfectionism, moderated the effect of acculturative stress on depression among Chinese international students. International students from China and Taiwan attending a large, Midwestern university, were recruited via an on-line survey. Results indicated that acculturative stress, maladaptive perfectionism and length of time in the U.S. interacted to predict depression. Low maladaptive perfectionism buffered the effect of acculturative stress on depression only for those who had been in the U.S. for a relatively longer period of time.

THEME 2: COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS AND PRESENTING CONCERNS

Chang, E.C. & Strunk, D.R. (1999). Dysphoria: Relations to appraisals, coping, and adjustment. *Journal of Counseling Psychology, 46(1),* 99-108

Given the limitations of previous research investigating the link between dysphoria and adjustment, the purpose of this study was 1) to examine the relations between dysphoria, appraisals, coping and adjustment; and 2) to examine a mediation model of appraisals and coping on the relation between dysphoria and adjustment in a college student population. *A primary appraisal* refers to a set of cognitions regarding the impact or significance of the stressful encounter for an individual. *Secondary appraisals* refer to a set of cognitions concerning one's resources or options for dealing effectively with a stressful situation. A convenience sample of undergraduates who attended a Midwestern public university completed a battery of instruments that produced data relevant to the purposes of the study. Results indicated that the link between dysphoria and adjustment was mediated appraisals and coping.

Chang, E.C. & Rand, K.L. (2000). Perfectionism as a predictor of subsequent adjustment: Evidence for a specific diathesis-stress mechanism among college students. *Journal of Counseling Psychology, 47(1),* 129-137.

The relationship among perfectionism, stress, subsequent psychological symptoms, and hopelessness were the focus of this research. A convenience sample of students enrolled at a midsize Midwestern university were administered a series of study measures that elicited data relevant to the purpose of the study. Results indicated that socially prescribed perfectionism was a significant predictor of psychological symptoms and hopelessness. Stress accounted for a significant amount of additional variance in predicting adjustment beyond perfectionism.

Duchesne, S., Ratelle, C.F., Larose, S. & Guay, F. (2007). Adjustment trajectories in college science programs. Perceptions of qualities of parents' and college teachers' relationships. *Journal of Counseling Psychology, 54(1),* 62-71.

This longitudinal study described the trajectories of academic and emotional adjustment of science students during the 2 year period from the end of high school to the end of the second year of college. Students were recruited from a high school science program in Quebec that involves students who decide to pursue higher education in scientific disciplines. Poorly and well-adjusted students, as measured by the Student Adaptation to College Questionnaire (SACQ) differed from each other on the basis of parental but not teachers' relationship quality.

Hansen, J.I.C., Dik, B.J., & Zhou, S. (2008). An examination of the structure of leisure interests in college students, working-age adults, and retirees. *Journal of Counseling Psychology, 55(2),* 133-145.

This study investigated the extent to which leisure interests are similar to or distinct from vocational interests for working age adults, college students, and retirees. Convenience samples of students enrolled at a large Midwestern university, working-age adults who had previously enrolled at the university and faculty or staff who had been employed by the university. Only partial convergence was found for the structure of leisure interests with vocational interests.

Johnson, C.V. & Hayes, J.A. (2003). Troubled spirits: Prevalence and predictors of religious and spiritual concerns among university students and counseling center clients. *Journal of Counseling Psychology, 50(4),* 409-419.

This exploratory study examined the prevalence and predictors of religious and spiritual concerns among college students. Data was obtained from a national study encompassing more than 5,000 students who attended 39 public and private colleges and universities in the U.S. A questionnaire was used to obtain data relevant to the purpose of the research. Results revealed that students with considerable distress related to religious or spiritual concerns also tended to be distressed about the loss of a relationship, sexual assault, values confusion, homesickness and suicidal ideation. These students were especially likely to seek psychological help when they also had problematic relationships with peers. Among all students who sought help, considerable distress about religious or spiritual concerns was predicted by confusion about values, problematic relationship with peers, sexual concerns, and thoughts about being punished for one's sins.

Lightsey, Jr., O.R. & Hulsey, C.D. (2002). Impulsivity, coping, stress, and problem gambling among university students. *Journal of Counseling Psychology, 49(2),* 202 211.

The authors investigated how coping, stress and impulsivity interact to predict gambling behavior among college students. A convenience sample of graduate and undergraduate students who were attending a large, public, southern university completed a battery of instruments designed to provide data relevant to the purposes of the study. Among men only, impulsiveness, task coping and emotion coping accounted for significant variance. For higher task coping and lower emotion-focused coping, impulsiveness had a weaker relationship to gambling. Among non-impulsive men, emotion-focused coping in high stress conditions was most likely to result in gambling.

Lopez, F.G., Fons-Scheyd, A., Morua, W., & Chaliman, R. (2006). Dyadic perfectionism as a predictor of relationship continuity and distress among college students. *Journal of Counseling Psychology, 53(4),* 543-549.

This study examined the nature and impact of relationship perfectionism within intimate heterosexual relationships, and the contributions of perceived discrepancies in one's partner's performance-related motivations and efforts. The Relationship Perfectionism Scale (RPS), that directs respondents to generically consider how they think and feel about relationships, the authors collected data from a convenience sample of college students who attended a large, public university in the Southwest and who were also involved in an intimate, heterosexual relationship. The authors found that when at least one member of a couple reports high -related

motivations and efforts that person is likely to remain dissatisfied with the relationship over time and to report problematic exchanges with his or her partner. Similar dynamics may also affect relationships with counselors.

Martens, M.P., Martin, J.L, Hatchett, E.S., Fowler, R.M., Fleming, K.M., Karakashian, M.A., & Cimini, M.D. (2008). Protective behavioral strategies and the relationship between depressive symptoms and alcohol-related negative consequences among college students. *Journal of Counseling Psychology, 55(4),* **535-541.**

Protective behavioral strategies (PBS) are defined as behaviors an individual can utilize to decrease the likelihood of excessive drinking and experiencing negative alcohol-related consequences. The purpose of this study was to test this premise by determining whether PBS mediate the relationship between depressive symptoms and alcohol-related consequences. Participants were undergraduate students enrolled at a large, public, Northeastern university who were referred to an alcohol intervention program as a result of committing an alcohol-related infraction on campus. Consistent with previous studies, the authors found that depressive symptoms were directly associated with alcohol-related negative consequences but not with alcohol use. They also found that PBS partially mediated the relationship between depressive symptoms and alcohol-related negative consequences.

Martens, M.P., Rocha, T.L., Martin, J.L., & Serrao, H.F. (2008). Drinking motives and college students: Further examination of a four-factor model. *Journal of Counseling Psychology, 55(2),* **289-295.**

The motives for drinking alcohol are frequently measured using the Drinking Motives Measure (DMM). This brief report describes the results of tests of reliability and validity on the DMM and to simultaneously examine drink. Students enrolled at a Northeastern public university who reported consuming alcohol at least once over the past 30 days completed the DMM and provided other relevant information. Results indicated that fit indices for the 4-factor model were acceptable and were better than for alternative models Freshman students and students of color demonstrated higher rates of drinking to conform than did seniors and White students.

Mazzeo, S.E. & Espelage, D.L. (2002). Association between childhood physical and emotional abuse and disordered eating behaviors in female undergraduates: An investigation of the mediating role of alexithymia and depression. *Journal of Counseling Psychology, 49(1),* **86-100.**

This study tested models of disordered eating in two convenience samples of undergraduate women attending a large, Midwestern university. Results indicated that family conflict, family cohesion, and childhood physical and emotional abuse and neglect we not directly associated with disordered eating. Rather their association was mediated by alexithymia and depression. *Alexithymia* describes a cluster of characteristics frequently observed in patients with psychosomatic symptoms including a relative constriction in emotional functioning and the inability to find appropriate words to describe feelings.

O'Conner, R.C., & O'Conner, D. B. (2003). Predicting hopelessness and psychological distress: The role of perfectionism and coping. *Journal of Counseling Psychology, 50(3),* **362-372.**

The purpose of this study was to test a model that focuses on the relationship between coping and perfectionism to predict changes in two measures of well-being: psychological stress and hopelessness. Participants were undergraduates enrolled at one of two British universities who completed several instruments designed to collect data related to the purpose of the research. Results indicated a link between socially prescribed perfectionism and psychological well-being. Avoidance coping moderated the link between perfectionism and well-being beyond initial levels of distress.

Rice, K.G., Leever, B.A. Christopher, J., & Porter, J.D. (2006). Perfectionism, stress, and social (dis)connection: A short-term study of hopelessness, depression, and academic adjustment among honor students. *Journal of Counseling Psychology, 53(4),* **524 534.**

This study tested models of perfectionism that predicted psychological distress (hopelessness, depression) and mediators of those associations (stress perception & social belonging) in 2 convenience cohorts of high achieving honors students who attended a large, public southern university. Adaptive (high standards) and maladaptive (self-critical perceptions of inadequacy in meeting performance expectations) dimensions of perfectionism were found to be significantly associated with concurrent and prospective perceived stress, social connectedness, depression, hopelessness, and perceived academic adjustment. Consistent with previous research, perfectionism appeared to be stable over time, especially in its maladaptive form. Based on these and other research findings, the authors conclude that maladaptive, self-critical perfectionism seems to adversely affect nearly every aspect of psychological functioning that is assessed.

Schnider, K.R., Elhai, J.D., & Gray, M.J. (2007). Coping style use predicts posttraumatic stress and complicated grief symptom severity among college students reporting a traumatic loss. *Journal of Counseling Psychology, 54(3),* **344-350.**

This study examined two mediators of grief and posttraumatic stress disorder (PTSD) among a convenience sample of college students attending a Midwestern university in the U.S. who reported the unexpected death of a significant friend or family member. Students were administered a battery of instruments designed to collect data relevant to the purpose of the study. The authors found that chronic grief (CG) and PTSD severity were both significantly positively correlated with problem-focused coping and active and avoidant emotional coping styles among students reporting a previous traumatic loss.

Sherry, S.B., Hewitt, P.L., Flett, G.L., & Harvey, M. (2003). Perfectionism dimensions, perfectionistic attitudes, dependent attitudes, and depression in psychiatric patients and university students. *Journal of Counseling Psychology, 50(3),* **373-386.**

This study investigated the relationship between perfectionism dimensions and dysfunctional attitudes and whether perfectionism dimensions predict additional variance in depression over

and above dysfunctional attitudes. A convenience sample drawn from psychiatric patients receiving treatment at a psychiatric hospital in Ontario and undergraduate students attending a Canadian university provided relevant data. Results indicated that socially prescribed perfectionism predicted dysfunctional attitudes but dysfunctional attitudes did not predict additional variance in depression beyond perfectionism dimension.

Svanum, S. & Zody, Z.B. (2001). Psychopathology and college grades. *Journal of Counseling Psychology, 48(1),* 72-76.

The purpose of this study was to assess the degree of association between psychopathology and academic performance among college students. A convenience sample of undergraduate attending a large, Midwestern, urban university were administered instruments designed to measure psychopathology. After statistical adjustment for academic potential reflected in college admissions test scores, semester grades were found to be weakly associated with overall levels of DSM-III-R-defined psycho pathology, but not with BDI-defined depression. Substance use disorders were associated with lower semester grade point averages, whereas anxiety disorders were associated with increased grades.

Tylka, T.L. (2004). The relations between body dissatisfaction and eating disorder symptomatology: An analysis of moderating variables. *Journal of Counseling Psychology, 51(2),* 178-191.

Seven theoretically relevant variables were investigated to determine if they moderated the relationship between body dissatisfaction and disordered eating. A convenience sample from two large Midwestern universities provided data about eating behavior, body satisfaction/dissatisfaction, and the variables under investigation. The variables body surveillance, neuroticism, and having a family member and friend with an eating disorder intensified the primary body dissatisfaction-eating disorder relationship

Tylka, T.L. & Subich, L.M. (2004). Examining a multidimensional model of eating disorder symptomatology among college women. *Journal of Counseling Psychology, 51(3),* 314-328.

The purpose of this study was to examine a model of eating disorder symptomatology that incorporates personal sociocultural and relational correlates. A convenience sample of women attending one of two large Midwestern universities participated by providing relevant information. Results indicated that the model fit the data adequately and sociocultural, personal and relational variables all made unique contributions within the model. Most model predictions were supported, and personal and relational variables were found to fully mediate the effects of the sociocultural variable on disordered eating scores.

THEME 3: ATTACHMENT THEORY & SELF-EFFICACY

Lopez, F.G. & Gormley, B. (2002). Stability and change in adult attachment style over the first-year college transition: Relations to self-confidence, coping, and distress patterns. *Journal of Counseling Psychology, 49(3),* 355-364.

This exploratory study investigated whether patterns of stability or change in adult attachment styles were associated with corresponding changes in self-confidence, problem coping styles and distress. A random sample of entering first year students at a large Midwestern university completed several measures related to the purpose of the study. Results indicated that adult attachment styles exhibited by the study's participants' were only moderately stable over the course of their first-year transition to college. Stable secure participants exhibited significantly higher scores on self-confidence measure than did those with scores that indicated lesser stability. Findings indicate that students who have and maintain a secure attachment style over the first year of college are discernibly more confident in the abilities to attract and engage romantic partners than those with less stable styles.

Lopez, F.G., Melendez, M.C., & Rice, K.G. (2000). Parental divorce, parent-child bonds, and adult attachment orientations among college students: A comparison of three racial/ethnic groups. *Journal of Counseling Psychology, 47(2),* 177-186.

A basic assumption of attachment theory is that the quality of one's early emotional bonds with one's early care-givers serves as a template for guiding on relationships. This study assessed the influences of race/ethnicity and parental marital status one's attachment orientation on child bonds and on their current adult attachment orientation. A diverse sample of undergraduates attending multiple institutions completed a survey designed to elicit data relevant to the study. Findings revealed that participants' retrospective accounts of their early parent divorce appears to have an adverse impact on participants' recollection of parental bonds but not on current or later intimate adult attachment orientations.

Lopez, F.G., Mitchell, P., & Gormley, B. (2002). Adult attachment orientations and college student distress: Test of a mediational model. *Journal of Counseling Psychology, 49(4),* 460-467.

Previous research suggests that cognitive, affective, and interpersonal self-regulatory mechanisms are conjointly implicated in the process by which insecure attachment orientations predict distress-related outcomes. This study tested a model for predicting college student distress that included measures of negative life event impacts, adult attachment orientations, and several indexes of self-organization. A convenience sample of undergraduates who attended a large Midwestern university completed a survey that was designed to obtain data relevant to the purposes testing of the model. Analysis confirmed the existence of moderate to strong associations linking the attachment indexes in the model with the two distress measure and to each of the mediators proposed by the model. In particular, results revealed that attachment

anxiety was robustly associated with problem coping and that both Attachment Anxiety and Avoidance were generally and significantly related to less coherent and less authentic self-structures.

Luzzo, D.A., Hasper, P., Albert, K.A., Bibby, M.A., & Martinelli, Jr., E.A. (1999). Effects of self-efficacy-enhancing interventions on the math/science self-efficacy and career interests, goals, and actions of career undecided college students. *Journal of Counseling Psychology, 46(2),* **233-243.**

Self-efficacy refers to a person's beliefs about her or his ability to successfully perform a given task or behavior (Bandura, 1977). Bandura has asserted that self-efficacy is influenced by four primary sources of information: performance accomplishments, vicarious learning, verbal persuasions, and emotional arousal. This investigation evaluated the separate and combined effects of performance accomplishment and vicarious learning experiences on the math/science self-efficacy and the math/science-related career interests, vocational aspirations, college major choices, and course selection of career undecided college students. Participants formed a convenience sample of first year students enrolled at a large, Southern, public university. Participants were randomly assigned to 1 of 4 treatment conditions: performance accomplishment only, vicarious learning only, combined treatment, or control group. The authors reported significant effects of the performance accomplishment and combined treatments on participants' math/science self-efficacy.

Mattanha, J.F., Hancock, G.R., & Brand, B.L. (2004). Parental attachment, separation individuation, and college student adjustment: A structural equation analysis of mediational effects. *Journal of Counseling Psychology, 51(2),* **213-225.**

This study examines whether the relationship between parental attachment and college adjustment is mediated by healthy separation-individuation. A convenience sample of primarily undergraduates enrolled at a regional, public university located in the Northeastern U.S. completed surveys that measured variables relevant to the study. The study supports a growing body of evidence that both a secure attachment relationship to parents and a healthy level of separation-individuation are predictive of positive academic, social, and personal-emotional adjustment to college.

Rice, K.G. & Mirzadeh, S.A. (2000). Perfectionism, attachment, and adjustment. *Journal of Counseling Psychology, 47(2),* **238-250.**

This study examined whether perfectionism related to attachment, academic integration or depression. Two samples were utilized- the first was a convenience sample from elective undergraduate personal adjustment courses at a large, public, Midwestern university. The second served as a replication and extension of the first study. The sample was randomly drawn from the student body enrolled at the same institution. Replicated cluster analyses revealed 3 groups: adaptive, maladaptive and non-perfectionists. Attachment predicted type of perfectionist with adaptive perfectionists reporting more secure attachments and better academic integration.

Searle, B. & Meara, N.M. (1999). Affective dimensions of attachments styles: Exploring self-reported attachment style, gender, and emotional experience among college students. *Journal of Counseling Psychology, 46(2),* **147-158.**

Attachment theory (Bolby, 1973,1980, 1969/1982) postulates that attachments are directed toward specific individuals, are usually of long duration, and serve the evolutionary function of protection, which enhances survival. Using a convenience sample of undergraduates enrolled at a mid-sized, Midwestern, private university, this study explored the relationships among self-reported attachment styles, gender, and several aspects of subjective emotional experience pertinent to the counseling situation. The emotional experiences considered in this research design were: attention to emotion, intensity of emotion, and emotional expressivity. Results show that attachment groups could be distinguished on the basis of their emotional experience along two dimensions: (a) expressivity and (b) "intentness," a combination of attention and intensity.

Wei, M., Russell, D.W., & Zakalik, R.A. (2005). Adult attachment, social self-efficacy, self-disclosure, loneliness, and subsequent depression for freshmen college students: A longitudinal study. *Journal of Counseling Psychology, 52(4),* **602-614.**

This longitudinal study of first year students attending a large, Midwestern university, examined whether social self-efficacy and self-disclosure serve as mediators between attachment and feeling of loneliness and subsequent depression. Results indicated that social self-efficacy mediated the association between attachment anxiety and feelings of loneliness and subsequent depression, whereas self-disclosure mediated the association between attachment avoidance and feelings of loneliness and feelings of depression.

THEME 4: COLLEGE STUDENT HELP-SEEKING

Cramer, K.M. (1999). Psychological antecedents to help-seeking behavior: A reanalysis using path modeling structures. *Journal of Counseling Psychology, 46(3),* 381-387.

Earlier studies have revealed four psychological antecedents to college students' attitudes toward seeking professional help. These factors include: level of distress, attitudes toward professional psychological counseling, available social support, and self-concealment. The goal of this study, which used a convenience sample of psychology students, was to explore the relative contribution of these four antecedents. Several path models were evaluated and results showed that one offered a good fit in two samples. According to this model, individuals are more likely to seek counseling when distress is high and attitudes toward counseling are positive. Distress is likely to be high when social support networks are impaired and individuals conceal personally distressing information from others, and individuals who conceal information are likely to have negative attitudes toward counseling and impaired social support networks.

Komiya, N., Good, G.E., & Sherrod, N.B. (2000). Emotional openness as a predictor of college *Journal of Counseling Psychology, 47(1),* 138-143.

The purpose of this study was to examine whether emotional openness is associated with attitudes toward seeking psychological services. Using a convenience sample of students enrolled at a large, Midwestern university, the authors found that that greater emotional openness predicted more favorable attitudes toward psychological help-seeking. The authors found that a) male gender, b) greater perception of stigma associated with counseling, c) lower symptom severity also correlated with a reluctance to seek help.

Lopez, F.G., Melendez, M.C., Sauer, E.M., Berger, E., & Wyssmann, J. (1998). Internal working models, self-reported problems, and help-seeking attitudes among college students. *Journal of Counseling Psychology, 45(1),* 79-83.

A person's internal working models of close relationships (Bowlby, 1988) incorporate 2 discrete yet interrelated cognitive schemas: a self-lovability and other model embodying core expectations about the trustworthiness and dependability of intimate o enrolled at a large, Midwestern university, this study tested hypothesized interrelationships (a between self-model differences and self-reported problems and b) among other-model differences, problem levels, and help-seeking attitudes. Participants self-models significantly predicted overall level of self-reported problems. Those with positive self-models acknowledged significantly fewer current problems than did their counterparts with negative self-models.

Uffelman, R.A. & Hardin, S.I. (2002). Sessions limits at university counseling centers: Effects on help-seeking attitudes. *Journal of Counseling Psychology, 49(1),* 127-132.

This study sought to determine what effects, if any, psychotherapy session limits may have on students' willingness to use such services in the context of perceived problem urgency. A convenience sample of students enrolled in an introductory psychology course responded to a questionnaire designed to provide data relevant to the purpose of the study. Results suggested that students were not influenced by the maximum number of sessions available. Participants also indicated that they would most likely seek counseling for high urgency problems.

Vogel, D.L. & Wester, S.R. (2003). To seek help or not to seek help: The risks of self-disclosure. *Journal of Counseling Psychology, 50(3),* **351-361.**

This study focused on the role of avoidance factors associated with a potential clients' decreased likelihood of seeking counseling services. It also sought to clarify the degree to which avoidance factors such as self-disclosure, self-concealment, and anticipated risk and utility of self-disclosing play a role in decision-making. Participants were enrolled in Psychology classes at a large, Midwestern university. Findings revealed that previous counseling experience was a consistent predictor of help-seeking attitudes. Avoidance factors such as comfort with self-disclosure, were found to account for at least as much variance in the decision to seek help as approach factors.

THEME 5: INTAKE & ASSESSMENT

Bauman, S. & Lenox, R. (2000). A psychometric analysis of a college counseling center intake checklist. *Journal of Counseling Psychology, 47(4),* 454-459.

A psychometric analysis was conducted on a university counseling center intake problem checklist. Results indicated adequate internal consistency. Cluster analysis suggested 5 client profiles with implications for treatment planning and outreach efforts.

Gutierrez, P.M., Osman, A., Kopper, B.A., Barrios, F.X., & Bagge, C.L. (2000). Suicide risk assessment in a college student population. *Journal of Counseling Psychology, 47(4),* 403-413.

To address the issue of suicide risk screening for university students, the authors selected a group of commonly used self-report measures (Suicidal Ideation Questionnaire, Multi-Attitude Suicide Tendency Scale, Beck Helplessness Scale, and the Reasons for Living Inventory) and conducted a variety of analyses examining the psychometric properties, appropriateness for this age group and utility of the measures. The goal was to determine if this group of measures can distinguish between individuals with high and low levels of suicidal ideation and history of self-harmful behaviors. The exploratory results obtained indicate that the parsimonious approach when screening college students would be to use SPS and a single subscale from the MAST. However, the other measures may provide additional useful details to the screener.

Mazzeo, S.E. (1999). Modification of an existing measure of body image preoccupation and its relationship to disordered eating in female college students. *Journal of Counseling Psychology, 46(1),* 42-50.

One measure designed to assess body image preoccupation is the Body Shape Questionnaire (BSQ), which is the only self-report measure available. However, it is not clear that all of the items on the BSQ relate to body image preoccupation. The purpose of this study was to evaluate the psychometric properties of a version of the BSQ modified to more clearly assess preoccupation with body image. Participants in the convenience sample of female undergraduates enrolled at a large Midwestern university completed several questionnaires. Results suggest that the modified version of the BSQ, the BSQ-10, yields reliable and valid scores.

Sprinkle, S.D., Lurie, D., Insko, S.L., Atkinson, G., Jones, G.L., Logan, A.R., & Bissada, N.N. (2002). Criterion validity, severity cut scores and test-retest reliability of Beck depression inventory-II in a university counseling center sample. *Journal of Counseling Psychology, 49(3),* 381-385.

The Beck Depression Inventory- II (BDI-II) is a revision of a widely researched self-report measure of depression. This paper reports on an n investigation of the inventory's criterion

validity. Participants were students attending a large, public university. The authors utilized ROC analyses to determine how close optimal cut scores for a sample of counseling center clients attending a public university were to those recommended by the BDI-II manual. Results of a second study provided evidence of the BDI-students.

THEME 6: PROFESSIONAL ISSUES & TRENDS

Guinee, J.P. & Ness, M.E. (2000). Counseling centers of the 1990s: Challenges and changes. *The Counseling Psychologist, 28(2),* **267-280. doi: 10.1177/0011000000282006**

Stone and Archer (1990) in a prominent article, identified a variety of challenges that college and university counseling centers would face in the 1990s. This article reports on a survey of counseling center directors that was designed to assess the extent to which counseling centers had heeded the recommendations of S&A. Results indicated that counseling centers actively responded to the many challenges encountered in the last decade of the last millennium.

Snell, M.N., Mallinckrodt, B., Hill, R.D., & Lambert, M.J. (2001). Predicting counseling center -year follow-up. *Journal of Counseling Psychology, 48(4),* **463-473.**

The purpose of this study was to assess the value of a scoring scheme for the Computerized Assessment System for Psychotherapy Evaluation (CASPER) data provided at intake for -up survey mailed 10 months after termination to clients who received counseling at a private, western; university counseling center achieved a 43% return rate. Of those who had received 1 or more sessions, 32% showed reliable improvement. Of those who began treatment in the dysfunctional range, 31% showed clinically significant (CS) change.

Stone, G. (2008). Mental health policy in higher education. *The Counseling Psychologist, 36(3),* **490-499. doi: 10.1177/0011000007311561**

This article reports on the author's 2007 Leona Tyler Address and concerns mental health policy in higher education in the context of the aftermath of the Virginia Tech campus shooting. Recommendations are made based on the following principles: developing data-driven policy proposals, specifying the roles and functions of campus mental health services, and instituting an educational process to facilitate policy implementation.

Stone, G.L., Vespia, K.M., & Kanz, J.E. (2000). How good is mental health care on college campuses? *Journal of Counseling Psychology, 47(4),* **498-510.**

Participants in a national survey of counseling center directors produced a wide variety of information about the staffing, policies and operations of college counseling centers. Highlights of this comprehensive descriptive report include:

- Centers were predominantly (94%) staffed by persons with doctoral degrees in counseling or clinical psychology. Most had at least one staff member licensed in his or her field. At least 90% of the directors who reported using structured interviews checked the following items as part of that interview: alcohol/drug use; medications; family history; presenting problem; psychiatric history; social life; and suicidal thoughts/actions

- A majority of centers used the DSM-IV either for all students (37%) or under certain conditions (33%)
- Of those centers that had a treatment limit, the average limit was 11 sessions

THEME 7: COUNSELING INTERVENTIONS & OUTCOMES

Cook, P. F. (2000). Effects of counselors' etiology attributions on college students' procrastination. *Journal of Counseling Psychology, 47(3),* **352-361.**

The purpose of this study was to determine which of 3 counselor interpretation of client causal attributions about their problems etiology facilitated the best outcomes. A convenience sample of undergraduate procrastinators from a large, public, Eastern university volunteered for the study and were assigned to 1 of 3 experimental groups. Participants interacted with a counselor who either (a) agreed with them about the causes of procrastination; (b) disagreed with them; or (c) said it was not important to specify a cause. Findings indicated that (c) led to more -reported procrastination.

Heppner, M.J., Neville, H.A., Smith, K., Kivlighan, Jr., D.M., & Gershuny, B.S. (1999). Examining immediate and long-term efficacy of rape preventions programming with racially diverse college men. *Journal of Counseling Psychology, 46(1),* **16-26.**

This study investigated the short and long term effectiveness of a theoretically driven, programmatic rape prevention intervention. Participants in the convenience samples used in this study were students enrolled at a large, predominantly White, Midwestern university. Results indicated 3 patterns of treatment response: improving, deteriorating and rebounding. Results also indicated that Black students in a culturally relevant treatment condition were more cognitively engaged in the intervention than their peers in the traditional treatment conditions.

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